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ABSTRACT

In this evaluation of the Title III (Elementary and Secondary Education Act) Northern California PACE Center program, the center's 1969-70 activities in relation to stated objectives were examined through review of objectives and activities in terms of success in meeting performance requirements. The following objectives were deemed to have met or exceeded established requirements; to provide diffusion of new techniques and methodologies for meeting identified critical needs of students; to stimulate required planned changes in the educational community; to provide for the acquisition and to support the utilization of system technology skills by educators; and to provide expertise in evaluation, continuation planning, and implementation of operational projects. Among the items included in the document are a description of the region served and its population, an enumeration of objectives, charts containing project descriptions (by objectives), charts of activities and resource agencies used, a list of PACE library subject headings, a tabular summary of district-PACE interactions, a description of the evaluation (by objectives), survey forms used with administrators and project directors who had utilized the center's services, a summary of responses, a ranking of categories of service functions, a discussion of the center's capability to meet the needs of service area districts, a chart of budgetary expenditures, and conclusions and recommendations in the areas of needs assessment, proposal writing or assistance, information sources, inservice education, dissemination/diffusion, process-product development, and accountability. (MJB)

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EVALUATION REPORT

Nor.Cal PACE Center

SUBMITTED TO THE
BUREAU OF PROGRAM PLANNING AND DEVELOPMENT
DEPARTMENT OF EDUCATION
STATE OF CALIFORNIA

BUTTE COUNTY SUPERINTENDENT OF SCHOOLS

OROVILLE, CALIFORNIA

30 SEPTEMBER 1970

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ABSTRACT

Target Population: The 97,513 students enrolled in grades K-12 in the public and private schools of the Counites of Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Sutter, Tehama and Trinity. Minority group representation includes 3,115 Black; 12,149 Mexican-American; and 3,018 American Indian. Special emphasis is being given currently to the 30,000 students enrolled in grades K-4 and to the 7,500 students enrolled in the area's 31 small high schools.

Major Objective: To provide diffusion of new techniques and methodologies for meeting identified critical needs of students, through (1) the priority ranking of needs: (2) selection of feasible solution strategies; and (3) design and implementation of innovative programs.

Other Objectives: (1) To stimulate required planned changes in the educational community; (2) provide educational-industrial cooperation in educational system design; (3) provide for the acquisition and support the utilization of system technology skills by educators; and (4) provide expertise in evaluation, continuation planning and implementation of operational projects.

Activities: (1) Refinement and extension of ranked list of identified needs, with initial attention given to the American Indian population; (2) assistance in the planning of five funded programs related to the education of handicapped students; (3) support to planning of innovative in-service training programs for teachers of 2,625 students in grades K-3 and for teachers of the 7,500 students enrolled in small high schools; (4) assistance in the development of a funded program to provide training in system technology and related skills for the area's administrators; (5) support to implementation of, and preparation of continuation proposals for, seven Title III projects.

Participation: Center activities have directly involved (1) all county office personnel; (2) approximately half of the area's 4,350 teachers; (3) over 300 people interested in the newly formed Northern California Arts Council; (4) approximately 500 people representative of the area in program planning and need assessment meetings; and (5) an estimated 3,500 non-educators in Center-sponsored conferences. Non-public school students of the area benefit directly from planning services of the Center and from their schools' involvement in Center-developed programs.

Data Obtained: Success of the Center in achieving its major objective is measured in terms of (1) the effectiveness and continued strength of Center-developed projects; (2) the capability of designing and assisting in the implementation of new programs; and (3) the growing record of requests for Center assistance in educational planning.

Publication: Published materials of the Center include (1) overhead transparencies describing Center operational procedures and various aspects of Center activities; (2) a bibliography of early childhood literature; (3) slides descriptive of the area served; and (4) a videotaped summary entitled "Three Years of Pace."

Evaluation: Data indicate that 51.7 percent of the children enrolled in the schools of the service area are receiving direct and substantial benefits from Center services and Center-developed programs.

CONTEXT

...Critical Educational Needs of Region
...Description of the Region
...Financial Status
...Background Data Descriptive of Center Service Area
...Map, Northern California PACE Center and Other State Centers
...Map, Topography of Northern California PACE Center Service Area

CRITICAL EDUCATIONAL NEEDS OF REGION

-- Adopted by Center Board of Directors --

1. Curriculum development and improvement to: (a) upgrade reading and mathematics skills; (b) meet special learning needs of special groups; (c) broaden cultural appreciations and understandings; (d) utilize extensive natural resources in developing meaningful and motivational classroom activities; (e) alleviate learning difficulties of children at early age, coupled with remedial and motivational programs at critical points of educational progress.
2. Providing youth with appropriate occupational information and effective orientation to job entry skills.
3. Improved availability of supportive educational services and materials to all school districts.
4. Strengthen inservice educational programs for area administrators, teachers and consultants, linked directly with classroom learning activities.
5. Effective interpretation of educational activities and objectives to residents of rural areas and older adults.

DESCRIPTION OF THE REGION

The geographic area to be served by this project includes the ten Counties of Siskiyou, Modoc, Trinity, Shasta, Sutter, Lassen, Tehama, Plumas, Glenn, and Butte. This area is a long fertile valley enclosed on three sides by mountains which serve as a barrier to transportation and communication. In the winter, snow and ice make service from the valley to the mountain region difficult for an extended period. During the warmer months, the mountain roads make communication and travel between the valley and mountain communities a serious consideration in planning any activities on a regional basis.

The area covered by this project is vast, over 31,000 square miles or 19.9 percent of the state's total area, and sparsely populated with only 1.8 percent of the state's 19 million people.

County	Square Miles	Population July 1, 1968
Butte	1,663	101,500
Glenn	1,317	19,000
Lassen	4,547	17,300
Modoc	4,092	7,700
Plumas	2,570	11,900
Shasta	3,798	78,400
Siskiyou	6,312	35,200
Sutter	607	40,700
Tehama	2,976	28,500
Trinity	3,191	9,400
P.A.C.E. TOTAL	31,078	349,600

The distribution of the school population by counties, grade levels, and public-private enrollment is:

	Public		Private		
County	K-8	9-12	K-8	9-12	Total
Butte	16,458	6,850	795	67	24,170
Glenn	3,710	1,544	18	0	5,272
Lassen	2,986	1,309	15	0	4,310
Modoc	1,640	738	0	0	2,378
Plumas	2,161	983	0	0	3,144
Shasta	14,431	5,897	726	25	21,079
Siskiyou	5,799	2,576	0	0	8,375
Sutter	10,826	3,773	453	19	15,071
Tehama	5,216	2,225	302	104	7,847
Trinity	1,489	464	6	0	1,959
	64,716	26,359	2,315	215	93,605

Although data concerning ethnic groups are not complete, the school populations include 3,018 Indians, 3,112 Negroes, and 3,151 Migrants.

This area is diverse in both topography and industry. The fertile valley is divided by the Sacramento River and surrounded by mountains--the Costal Ranges to the West, the Sierra Nevada to the East, and the Siskiyous to the North. The valley contains some of the most fertile land in the nation and produces great quantities of fruit, nuts, rice, olives, sugar beets, and several other major crops. In the rugged mountains, lumbering, some mining, and construction projects constitute the major economic activities affording income for this sparsely settled area.

The following comments, though brief, provide a general overview of the nature of the Northern California region as of 1965:

1. Education statistics have important implications for the cultural level of this area and the learning problems faced by area children. The median grade level completed by persons 25 years and older is 1.4. This figure is about three-fourths of a grade below the state average. The statistics indicating grade levels completed reveal that area residents fall substantially below the state in education. Only 7 percent have completed college, compared to a state figure of 9.8; 45.3 percent have finished high school, compared to 51.5 percent statewide.

2. When marriages are compared to the number of divorces plus annulments, family stability appears to be below the state level. Only one county, Siskiyou, (2.13 marriages for each divorce or

annulment) approached the state figure of 2.18. The remaining nine counties ranged from .93 to 1.74 with a median of 1.53.

3. Unemployment is a serious problem. Only 1.5 percent of the state's work force of 4.7 million reside here (compared to the fact that 1.8 percent of the state's population resides here). Statewide, 24.6 percent of the total population are employed. In this region only 20.4 percent of the total population are employed.

4. According to state records, the elderly leave the area in their declining years. Seven of the counties have fewer Old Age Security recipients now than they had ten years ago, despite population growth. Increases in the other two counties have been slight in comparison to population growth.

5. Although one out of ten children in the state attend non-public elementary schools, most of the children in this area go to the public schools. Sutter and Butte are the only counties that have substantial numbers (6.0 and 5.9 percent respectively) of children enrolled in non-public schools.

6. Median family income by counties ranges up to $1,500 below the state median--six of the counties fell far behind the state increase in personal income, during the last ten years, of 120 percent.

The educational needs of the people of this ten-county area are served primarily by the following agencies:

1. Public:
    a. 16 unified school districts
    b. 16 high school districts
    c. 109 elementary school districts
    d. 6 junior college districts
    e. 1 State college
    f. University of California extension services
2. Private:
    a. 1 high school
    b. 11 elementary schools

School facilities vary from adequate to crowded and condemned. In general, most districts have had difficulty keeping pace with the expansions required by an increasing enrollment and the replacements necessitated by obsolescence and legislative requirements.

Many of the schools are located in mountainous and remote places where the services of the higher institutions of education are not readily available. Many areas do not receive television, and some have limited or no telephone communication. In some instances, radio communication through forest service facilities is a vital link.

A true understanding of area needs must be based on the recognition that the cultural facilities and resources are minimal in almost all communities. State and junior college programs and activities are, in actuality, available only to those communities located in the vicinity of the institutions. Public schools have not been able in most communities to offer either preschool programs or adequate adult education programs. There have been only nine Head Start programs in the area. Vocational retraining programs are virtually nonexistent. Within the school systems, facilities are also inadequate and unable to provide special programs to improve learning and expand cultural experiences so that its children can take advantage of learning opportunities regardless of the cultural level of the home.

Statistics indicate that in an area of the state, such as this, where early childhood education is vital, enrollment in kindergarten falls below state attendance percentages. While the ten-county area has 2.01 percent of the state's total students enrolled in grades kindergarten-eight and 2.22 percent of the state's total secondary enrollment, it has only 1.75 percent of the children who are enrolled in kindergartens throughout California.

An accurate, though fragmented, picture of the level of cultural activity is afforded by noting the following:

1. The California Almanac (1966 Edition) states that California is full of music, and lists 78 musical organizations in the state. Only two of these are in the Northern California P.A.C.E. area.

2. The Almanac lists 24 special art collections located throughout the state. None of these are in the Northern California P.A.C.E. area.

3. This source also cites 30 selected museums throughout the state. Only one of these is in the Northern California P.A.C.E. area.

4. California has 39 television stations. Only two of these are in the Northern California P.A.C.E. area, and geographic factors limit service of these stations in many communities.

5. The state has 258 radio stations which are operational. Yet, only 13 of these are located in the Northern California P.A.C.E. area.

6. There are 56 radio stations which have FM broadcasting. None of these are in the Northern California P.A.C.E. area.

7. Although 21 newspapers are published in the Northern California P.A.C.E. area, only 8 of these are daily publications.

8. In the whole of the Northern California P.A.C.E. area, only four Community Concert Associations are active. While in most areas of the state the majority of cities and towns have active Community Concert Associations.

9. In addition to the above, there are three little theatre groups operating in the Northern California P.A.C.E. area this year, with varying degrees of success.

In contrast to the negative aspects of the cultural activities listed above are the extensive and varied natural resources found in this area of the state. As a result, recreational opportunities are numerous, and there is a strong possibility that worthwhile educational and cultural values can be developed in residents through appropriate utilization of these resources.

FINANCIAL STATUS

The financial ability of districts in the area ranges from extremely wealthy to extremely poor, although not too many districts are found at the first extreme. Sparse populations and federal funding for specific purposes add to the difficulty in interpreting existing data (for example, Herlong Elementary exists primarily to serve the Sierra Ammunition Depot and accordingly has only $2,897 modified assessed valuation behind each student). The extremes of more typical situations are found where 500 children in one elementary school have a per pupil modified assessed valuation of $5,395, while 37 students in another elementary school have a comparable figure of $820,717.

Where districts with moderate wealth are required to levy taxes to raise substantial portions of school expenditures, problems result and educational programs frequently suffer. Utilizing 68-69 data on the area's 147 districts at that time, the table below was developed to indicate the number of districts raising specific percentages of their expenditures by local levies. The data show that 31 percent of the districts raise over 60 percent of their school funds locally -- 61 percent of the districts depend on local taxes for over half of their income.

NUMBER OF SCHOOL DISTRICTS BY COUNTIES
RAISING SPECIFIED PERCENTAGES OF SCHOOL FUNDS BY LOCAL TAXES

	PERCENTAGES									
County	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	
Butte			2	1	6	3	5			17
Glenn					4	2	3	1		10
Lassen		5	4	2	1					12
Modoc					1	1				2
Plumas						1				1
Shasta			1	5	11	5	4	2	1	29
Siskiyou	1	1	4	13	11	3				33
Sutter					3	3	3	3		12
Tehama			1	4	8	3	2			18
Trinity	1	7	4	1						13
Totals	2	13	16	26	45	21	17	6	1	147

Source: California Public Schools Selected Statistics, 1968-69, California Department of Education

BACKGROUND DATA DESCRIPTIVE OF
NORTHERN CALIFORNIA P.A.C.E. CENTER SERVICE AREA

Comparison Item	Counties of										
	Butte	Glenn	Lassen	Modoc	Plumas	Shasta	Siskiyou	Sutter	Tehama	Trinity	Totals
Population, Total	98,600	18,700	16,900	7,600	12,100	79,200	34,200	40,900	29,100	9,100	346,400
Total School Pupils	22,256	5,254	4,255	2,228	2,950	20,468	8,106	11,215	7,718	1,875	86,325
Total Elementary Pupils	14,078	3,619	2,934	1,331	1,564	13,976	5,507	7,916	5,321	1,356	57,602
Total Secondary Pupils	8,178	1,635	1,321	897	1,386	6,492	2,599	3,299	2,197	519	28,523
Total School Districts	16	8	14	2	1	29	33	12	18	13	146
Total Elem. Districts	10	5	9	0	0	26	29	8	15	12	114
Total Sec. Districts	2	0	1	0	0	2	4	2	2	1	14
Total Unified Districts	4	3	4	2	1	1	0	2	1	0	18
Schools, Non-Public	3	0	0	0	0	2	0	1	2	0	8
Total Handicapped (EH)	80	44	68	0	17	243	80	50	26	0	608
Total Handicapped (TMR)	72	7	10	0	0	62	0	37	22	0	210
Total Handicapped (EMR)	267	32	70	19	44	237	47	112	85	24	937
Total Handicapped (PH)	62	0	5	0	1	68	4	22	7	0	169
Title III Projects Participation	5	3	4	3	2	5	5	2	3	3	35
Unemployment Rate (% in June 1970)	12.7	9	12	6	5.2	8.4	5.9	8.8	7.6	5.2	
Population, Minorities	1,420	141	728	317	472	1,226	1,312	735	228	185	6,764
Median Grade Completed	11.4	11.3	11	12	11.3	11.6	11.2	11.2	11.5	11	
Miller-Unruh Pupils	659	100	370		0	155		521	1,346	42	3,193
1968-69 Cost per ADA	690.12	724.03	669.02	768.29	863.50	735.38	659.30	724.01	640.94	860.41	
Total Federal Income (in $ millions)	60.9	13.0	23.5	6.9	10.8	48.0	48.0	18.1	22.3	11.0	263.8

II. OBJECTIVES

Terminal

0.0 To establish in Northern California a Supplementary Educational Center with designated service capabilities.

Interim

1.0 To provide diffusion of new techniques and methodologies for meeting identified critical needs of students.

2.0 To stimulate required planned changes in the educational community.

3.0 To provide for the acquisition and support the utilization of system technology skills by educators.

4.0 To provide expertise in evaluation, continuation planning and implementation of operational projects.

Procedural

1.0 To provide diffusion of new techniques and methodologies for meeting identified critical needs of students.

- 1.1 Determine with applicant agents critical needs to be reduced.
  - 1.1.1 Maintain current file of educational data relating to national, state, regional, county, and local district identified needs.
  - 1.1.2 Consult with county and district educational personnel to determine criticality of specific needs.
  - 1.1.3 Select with county and district educational personnel specific critical needs for reduction.
  - 1.1.4 Conduct preliminary feasibility determination of critical needs to be reduced.
- 1.2 Conduct research to find new techniques responsive to specific need reduction.
  - 1.2.1 Review literature to determine existence of new approaches to identified need.

- 1.2.2 Confer with educational research and support agencies to determine existence of new approaches to identified need.
- 1.2.3 Screen out new techniques not responsive to unique environment of identified need.
- 1.2.4 Develop list of new approaches in order of preferred implementation feasibility.

1.3 Design programs utilizing new identified techniques.

- 1.3.1 Develop mission objective, performance requirements and list constraints.
- 1.3.2 Perform system analysis of mission objectives.
- 1.3.3 Determine solution strategy, including designated methods/media combination mix.

1.4 Prepare project proposals.

- 1.4.1 Secure commitment of applicant agent to all elements of design strategy.
- 1.4.2 Develop project evaluation and dissemination strategies.
- 1.4.3 Develop project management model which includes personnel requirements, equipment and materials requirements, project budget, schedule of events, and fiscal management.
- 1.4.4 Complete proposal submission process.

1.5 Supply technical assistance to applicant agents in budget negotiations with funding agent

- 1.5.1 Finalize budget to accommodate post-submittal change factors.
- 1.5.2 Interpret budget for funding agent negotiators.
- 1.5.3 Make mandated changes in budget.

2.0 To stimulate required planned changes in the educational community.

2.1 Establish procedures for and conduct project research.

- 2.1.1 Identify sources of information.
- 2.1.2 Establish criteria for appropriateness of current rural methodologies.

2.1.3 Compile list of available methods/media strategies.

2.2 Establish procedures for and select methods/media strategies.

2.2.1 Determine strategy selection criteria.

2.2.2 Make preliminary strategy selection.

2.2.3 Rank order selected strategies in terms of practicality and feasibility.

2.3 Provide for Diffusion Activities

2.3.1 Determine logical sites for Diffusion Conferences (geo-population).

2.3.2 Develop strategy for Diffusion Conferences.

2.3.3 Obtain materials and/or personnel for Diffusion Conferences.

2.3.4 Schedule Diffusion Conferences.

2.3.5 Hold Diffusion Conferences.

2.4 Establish mechanics for follow-up diffusion support.

2.4.1 Establish strategy for post-Conference adoption of one or more presented Methods/Media Strategies.

2.4.2 Implement strategy to encourage adoption.

2.4.3 Evaluate follow-up Diffusion strategy and revise as required.

3.0 To provide for the acquisition and support the utilization of system technology skills by educators.

3.1 Provide system analysis training programs for ten Northern California counties.

3.1.1 Identify target population.

3.1.2 Determine present level of system analysis skills of target population.

3.1.3 Design in-service program.

3.1.4 Obtain materials and/or personnel for in-service program.

3.1.5 Schedule training program.

3.1.6 Hold training program.

3.1.7 Assess post-training system analysis skills level.

3.2 Provide required research analysis services in designated areas.

3.2.1 Develop procedures for conducting research analysis to include the involvement of applicant agent where appropriate.

3.2.2 Receive requests for research analysis services.

3.2.3 Take action on requests in accordance with procedures.

3.2.4 Conduct research, i.e., collect data, analyze data, draw conclusions.

3.2.5 Compile and submit research report to applicant agent.

3.2.6 Submit relevant data to C.E.I.S.

4.0 To provide expertise in evaluation, continuation planning and implementation of operational projects.

4.1 Monitor operational projects.

4.1.1 Determine with project directors the role of P.A.C.E. personnel in monitoring operational projects.

4.1.2 Monitor operational projects in accordance with 5.1.1.

4.2 Collect evaluation data.

4.2.1 Determine with project directors the evaluation data requirements.

4.2.2 Schedule collection of evaluation data.

4.2.3 Collect evaluation data per schedule.

4.3 Analyze evaluation data.

4.3.1 Determine data analysis procedures to be carried out.

4.3.2 Analyze data in accordance with established procedures.

    - 4.3.3 Draw evaluation conclusions.
    - 4.3.4 Draft project evaluation report and submit to appropriate agencies.

- 4.4 Support preparation of resubmission proposals.
    - 4.4.1 Provide technical support required to collect resubmission data.
    - 4.4.2 Provide technical and office support in drafting and producing resubmission proposal.

- 4.5 Assist applicant agent in budget negotiation.
    - 4.5.1 Finalize budget to accommodate post-submittal change factors.
    - 4.5.2 Interpret budget for funding agent.
    - 4.5.3 Make mandated changes in budget.

III. ACTIVITIES

The major activities in which the Center engaged in attempting to meet its commitments can best be interpreted in direct relationship to its stated objectives. Therefore, in this section, the objectives and major functions are restated, followed by a summary of the activities related to each.

Objective 1.0

Statement: To provide diffusion of new techniques and methodologies for meeting identified critical needs of students.

Functions: (1.1) Determine with applicant agents critical needs to be reduced; (1.2) conduct research to find new techniques responsive to specific need reduction; (1.3) design programs utilizing new identified techniques; (1.4) prepare project proposals; and (1.5) supply technical assistance to applicant agents in budget negotiations with funding agent.

Procedures:

The following pages contain descriptions of the products developed with substantial Center assistance to achieve this objective. To provide a basis for forming opinions concerning the planning that went into each, information provided includes title and applicant agency, terminal and procedural objectives, target population, need, evaluation strategy, funding period, requested budget, cost per student participant, and identification of activity areas in proposal preparation where major Center assistance was provided.

With the demand for Center services steadily increasing since 1966, more attention was given during this year to developing management procedures which would result in greater productivity from the same amount of staff time. A review of the steps followed in the design and production of project proposals indicated that inefficient and uneconomical methods were being utilized at many points. Accordingly, a "project systhesis management model" (shown on page immediately following) was developed, a control board was set up, and the resultant management strategy has proven extremely effective.

PROJECT SYNTHESIS MANAGEMENT MODEL

Code Number, Project Title, Consultant	Date Request Received	Preliminary Feasibility Study	Collect Background Data				Pre-Proposal Mechanics				Project Analysis	Solution Strategy	Project Evaluation Strategy	Project Dissemination Strategy	System Analysis					Proposal Production			Pre-Implementation Activities			Project Orientation		Special Project Requirements
			Target Population -- Kind, Numbers, Location	Refine Problem Statement	Project Public Relations	Problem Solution Research	Applicant Agent Selection	Planning Personnel Selection	Funding Agent Selection	Progress Report Schedule					Personnel Requirements	Equipment/Materials Requirements	P.P.B.S.	Schedule of Events	Fiscal Management	Write	Reproduce Proposal	Send Proposal	Negotiate Funds	Professional Staff Selection	Project Facilities	Participants	Professional	

BASIC PROJECT DESCRIPTION

Project Title : Systematic Approach to Reading Improvement
Applicant Agency: Durham Unified School District
Funding Agency : ESEA Title III

FUNDED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Plan and implement, by September, 1971, a systematic reading program for grades K-8, in five selected rural school districts enrolling a total of 2,617 students, that will result, at termination of the project, in 80% of the graduating classes at the eighth grade level reading at a minimum proficiency level of grade 8, as measured by state mandated tests. 1.0 Research and Adopt/ Modify Reading Functional Learning Path K-8. 2.0 Specify Methods/Media Possibilities to FLP K-8. 3.0 Determine Teacher Skill Deficiencies/ Strengths. 4.0 Reduce Identified Teacher Skill Deficiencies.	Target Group: Children enrolled in grades K-8 with reading deficiencies in five rural school districts: Biggs, Durham, Hayfork, Los Molinos, Mount Shasta. Needs: An analysis of standardized reading schools revealed that a significant number of children were reading below the first quartile in grades 1,2,3,6 and 10. An analysis of report card grades, attendance, discipline problems, and counseling, when compared with standardized performance, revealed reading as the most critical learner need in the five districts.	Evaluation will be based upon learner gains achieved by children in grades K-8 as measured by State mandated tests and standardized tests adopted by the project staff.	Length: 3 years Budget requests: Total: $91,375 1st : 37,464 2nd : 26,956 3rd : 26,995 Cost per participant: 1st : 15. 2nd : 10. 3rd : 11.	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan X Implementing Project ___ Evaluating Project ___ Revising Project X Securing Continuation Support

Project Title: Systematic Approach to Reading Improvement

Continuation of Objectives:

5.0 Implement Reading Functional Learning Path K-8 for All Project Schools.

6.0 Evaluate Program.

Continuation of Target Group Needs:

Shaping forces influencing needs: California Legislature.

BASIC PROJECT DESCRIPTION

Project Title : Enterprise Technologically Managed Individualized Instruction Program
Applicant Agency: Enterprise Elementary
Funding Agency : ESEA Title III

FUNDED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Develop a technological management system for an individualized program of K-8 instruction that will provide data to teachers and pupils within the instructional design of the individualized program that will result in efficiency of teacher time and increased performance by the learner as measured by the program monitoring methods and standardized tests. 1.0 Develop a program design document that will produce the necessary support data to learners and teachers within the system that will result in greater learner achievements (1970-71) 2.0 Procure the necessary hardware as determined by activities in 1.0 (1970-71)	Target Group: 2,500 children enrolled in grades K-8 Needs: Management of individualized instructional materials that will significantly increase the performance of individual children in the classroom.	Evaluation will be based on (1) the degree of success achieved in developing a technological program design document for the Enterprise Individualized Program that will generate data, identified by the staff as necessary support, that will result in significant learner improvement as measured by the criteria of the system by November 1, 1970; and (2) assessing the degree to which each sub-function is implemented.	Length: 3 years Budget requests: Total: $282,100 1st : 103,700 2nd : 103,700 3rd : 74,700 Cost per participant: 1st : 42. 2nd : 42. 3rd : 30.	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan ___ Implementing Project ___ Evaluating Project ___ Revising Project X Securing Continuation Support

Project Title: Enterprise Technologically Managed Individualized Instruction Program

Continuation of Objectives:

3.0 Develop/produce required record keeping software for the system compatible with selected hardware (1970-71)

4.0 Implement record keeping design system (1970-71)

5.0 Produce and implement the test scoring system (1971-72)

6.0 Implement summary reporting system (1972-73)

7.0 Evaluation design strategy (1970-73)

BASIC PROJECT DESCRIPTION

Project Title : Developing Reading Comprehension in Content Areas
Applicant Agency: Orland Joint Union Elementary
Funding Agency : ESEA Title III

FUNDED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 At least two-thirds of the students with reading difficulties contributing to performance below grade level at entry to grade four will show an increase of at least 1.2 levels on a standardized test designed to measure comprehension in content areas.	Target Group: First year 40 fourth graders Second year 120 children in grades 4 through 6 Third year 200 children in grades 4 through 8 Needs: To alleviate comprehensive reading problems of children leaving primary grades with deficient skills to comprehend printed subject material. Shaping forces influencing needs: Mandate of U.S.O.E. Department of Education Local district concerns	California Test of Basic Skills will be used as a pre- and post-test to determine entrance level of students and the amount of gain at the termination of year's experience in relationship to project's objective.	Length: 3 years Budget requests: Total: $96,291 1st : 10,981 2nd : 41,550 3rd : 43,850 Cost per participant: 1st : 275. 2nd : 347. 3rd : 220	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan X Implementing Project __ Evaluating Project __ Revising Project X Securing Continuation Support

BASIC PROJECT DESCRIPTION

Project Title : Individualized Vocational and Career Interest Curriculum
Applicant Agency: Lassen Union High School District
Funding Agent : ESEA Title III

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Design and implement program utilizing regional resources for instructional program (grades 9-12) that will result in 80 percent of students acquiring relevant vocational and career entrance skills commencing in 1970.	Target Group: 1661 students in grades 7-12 enrolled as college prep or vocational. Needs: To provide students with required skills to gain entrance into college or into various areas of vocational occupations. To reduce the number of students receiving "D" and "F" grades, poor attendance, and counseling of students with discipline problems.	Evaluation will be based on the number of students capable of meeting college entrance requirements and vocational entrance requirements, the reduction of students receiving "D" and "F" grades and other school related problems.	Length: 3 years Budget requests: Total: $105,941 1st : 49,544 2nd : 30,396 3rd : 26,001 Cost per participant: 1st : 30. 2nd : 18. 3rd : 15.	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan ___Implementing Project ___Evaluating Project ___Revising Project ___Securing Continuation Support

BASIC PROJECT DESCRIPTION

Project Title : Individualized Reading Center
Applicant Agency: Shasta Lake Union Elementary District
Funding Agency : ESEA Title III

FUNDED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Increase reading skills in grades kindergarten through three to predetermined levels for each individual student below potential in reading, utilizing a Curriculum Resource Area to (1) provide materials and services required for individualized instruction, (2) implement home involvement procedures which will result in 50 percent of the families understanding and supporting the reading-goal approach by participating in at least one prescribed activity, and (3) develop and implement provisions for student entry and exit during the school year which will prescribe instruction and activities supporting to continuous academic progress. 1.0 Ninety (90) percent of the target population will improve their	Target Group: 243 children (75% of K-3 enrollment) in the K-3 grades of the Shasta Lake Elementary School District. Needs: 75% of the children enrolled in grades K-3 have been identified as reading below their grade levels and are having achievement problems.	Establish teacher predetermined performance levels for children and through records determine results and effects of programs. Utilize standardized test performance of children to compare to past performance levels. Amounts and effects of teacher develed materials on reading scores of children.	Length: 3 years Budget requests: Total: $90,850 1st : 37,643 2nd : 36,149 3rd : 17,058 Cost per participant: 1st : 155. 2nd : 153. 3rd : 70.	___ Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan X Implementing Project ___ Evaluating Project ___ Revising Project X Securing Continuation Support

Continuation of Objectives:

1.0 (cont.)

previous annual rates of growth in reading skills by at least fifty (50) percent as determined by standardized test results.

2.0 Two-thirds of the target population will achieve stated "20-20" achievement levels in reading skills, established on the basis of teacher estimates and results of standardized tests.

BASIC PROJECT DESCRIPTION

Project Title : Learning-Centered, Teacher Designed Mathematics Program
Applicant Agency: Siskiyou County Schools
Funding Agency : ESEA Title III

FUNDED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Raise the mathematics skills of 100 mathematically retarded students in grades 1 through 8 by one year through the development of an in-service strategy prepared by four teacher specialists (program managers) employed in four elementary school districts in Siskiyou County.	Target Group: 100 children enrolled in grades 1-8 who are retarded in math. Needs: To improve the performance of children who are not performing up to grade level in mathematics as revealed by standardized test scores.	Standardized test will be used to determine growth of each child. Evaluation of project management and cost will also be a phase of evaluation.	Length: 1 year Budget request: Total: $18,883 1st : 18,883 Cost per participant: 1st : 189.	___ Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy ___ Designing Management Plan X Implementing Project ___ Evaluating Project ___ Revising Project X Securing Continuation Support

BASIC PROJECT DESCRIPTION

Project Title : Model - An In-service Teacher Training Center
Applicant Agency: Yreka High School District
Funding Agency : ESEA Title III

NOT APPROVED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Design model plan for maximum utilization of community and educational resources to improve and upgrade teacher and instructional aide competencies in specific subject matter fields of science, vocational education, and agriculture. 1.0 Specify quality assurance criteria for planning phase. 2.0 Identify community and educational resources. 3.0 Identify program roles of community and educational resources. 4.0 Secure commitment of educational agencies to participate according to designed roles. 5.0 Secure commitment of community resources to participate.	Target Group: 931 high school students. Needs: No systematic effort has been initiated for utilizing both community and educational resources for updating teaching skills in the areas of vocational education, science and agriculture. This model will meet this need.	Questions to be answered through evaluation are: 1. Were functions accomplished on time? 2. Was the budget sufficient? 3. Was the mission planning accurate?	Length: 1 year Budget request: Total: $13,990 1969-70: 13,990 Cost per participant: 1969-70 15.00	___ Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan X Implementing Project X Evaluating Project X Revising Project X Securing Continuation Support

Project Title: Model - An In-service Teacher Training Center

Continuation of Objectives:

6.0 Determine skills required of teachers and instructional aides.

7.0 Determine available environmental resources.

8.0 Detail model plans for in-service educational program.

BASIC PROJECT DESCRIPTION

Project Title : Improved Reading Through Fine Arts, A Statewide Program
Applicant Agency: Butte County Schools
Funding Agency : ESEA Title III

NOT APPROVED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Increase to a statistical significance of .05 the scores on state reading tests of selected student populations (grades kindergarten through three initially and progressing upward through grade six in the subsequent two years of the project), through a structured classroom program emphasizing developmental experiences in art, music, dramatics, dance, and humanities. 1.0 Develop and implement procedures resulting in the selection and involvement of participating school districts. 2.0 Develop and implementate procedures resulting in the selection and involvement of participating teachers (four from each district assigned to the different grade levels, possessing skills in the fine arts, and with	Target Group: Children in grades K-6, the number being 1,400. Needs: To raise the reading level performance through the special design of a reading experience program that features the fine arts.	Evaluation will consider the results of the specially designed program, to be determined by reading scores of school children as measured by standardized tests. Control groups will be utilized for comparison purposes.	Length: 3 years Budget requests: Total: $568,640 1st : 199,040 2nd : 191,800 3rd : 177,800 Cost per participant: 1st : 142. 2nd : 137. 3rd : 127.	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan ___ Implementing Project ___ Evaluating Project ___ Revising Project X Securing Continuation Support

Continuation of Objectives:

2.0 (cont.)

instructional assignments permitting team teaching).

3.0 Determine instructional components to be included in the in-service study program to be held for selected teachers at Idyllwild in Summer 1970.

4.0 Implement in-service study program -- the six weeks' summer session for teachers, a three-day orientation for administrators of the selected schools, and two follow-up sessions during the school year.

5.0 Implement pilot fine arts reading programs in 1970-71 school year in ten selected districts, with supportive materials and activities provided to accompany planned instructional experiences.

6.0 Design and implement evaluation strategy permitting determination of (a) program effectiveness through comparison of reading test scores of target pupils with those of comparison groups and (b) cost effectiveness of approach.

BASIC PROJECT DESCRIPTION

Project Title : Learner Performance-Oriented Curriculum Management Plan
Applicant Agency: Plumas County Schools
Funding Agency : ESEA Title III

NOT APPROVED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Phase I, Educational Planning and Design: to develop and implement an educational planning system (curriculum management model) by September 1, 1970, which will function in 13 educational institutions in Plumas County. Phase II, Development and Implementation: by June 30, 1971, through a development and implementation of Phase I, the following products will result: minimal terminal performance objectives in all areas of the curriculum and in all grade levels; graduation requirements stated in performance terms; the development of all functional learning paths with necessary interim and terminal performance objectives for grades K-14 in the areas of reading and mathematics.	Target Group: 2,950 children enrolled in grades K-12. Needs: To develop an individualized instructional program to improve the learning achievement of children in K-12 by providing instructional staff with skills and techniques that will be requirements of PPBS.	Compiled data will be analyzed to determine the degree to which products are developed, their effectiveness in terms of student academic progress and the cost effectiveness of this approach.	Length: 3 years Budget requests: Total: $130,882 1st : 60,670 2nd : 56,170 3rd : 14,042 Cost per participant: 1st : 21. 2nd : 19. 3rd : 5.	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan ___ Implementing Project ___ Evaluating Project ___ Revising Project X Securing Continuation Support

Continuation of Objectives:

Phase III, Continued Development: by June 30, 1972, based on a constant sensing or evaluation process running through Phase II, necessary revisions will be made, not only in terms of the planned design, but also in terms of minimal performance requirements thus far developed, so that in Phase III, an expansion will lead to development of a K-14 course of study containing all functional learning paths, all grade levels, all subject areas.

Phase IV, Institutionalization: by June 30, 1973, after full implementation of the process model, within which an evaluation of the specific objectives of the system will be measured and its validity established, the District shall issue performance contracts to participating schools, in general, and to the teachers of said schools, in particular, with a view to implementing fully the terms of the system, and also to correct observable deficiencies between "what is" and "what should be" in the educational process (such performance contract to state educational services to be provided, population to be served, general description of educational processes to be used, standards of performance expected, and cost analysis).

BASIC PROJECT DESCRIPTION

Project Title : 90 & 9
Applicant Agency: Shasta County Schools
Funding Agency : ESEA Title III

NOT APPROVED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Through the development of a corps of teachers, and county office personnel, trained in the techniques and methods suggested in the new Social Science Framework, provide training for all social science classroom teachers in grades K-12 in Area II, to the point of being functional programs as suggested in the new Social Sciences Education Framework for California Public Schools, as recommended by the State of California, by September, 1971. Phase I 1969-70 (Implemented at local expense) 1.0 Select teachers and county personnel for 90 & 9 project, Phase I. 2.0 Plan orientation meeting.	Target Group: 85,677 children enrolled in the nine counties of Area II Curriculum Region. Needs: To prepare teachers to use the newly adopted inquiry system contained within the social studies framework.	Evaluation to be in three phases (on-going, interim and terminal) and in terms of skills teachers will acquire and the results produced with children.	Length: 1 year Budget request: Total: $22,719 1st : $22,719 Cost per participant: 1st : .27	___ Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis ___ Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan ___ Implementing Program ___ Evaluating Project ___ Revising Project ___ Securing Continuation Support

Continuation of Objectives:

3.0 Notify teachers of initial meeting date for agenda establishment and orientation.

4.0 Administer pre-test in each county for all participants.

5.0 Hold orientation meeting for 99 participants.

6.0 Establish agendas for group level meetings for spring semester.

7.0 Proceed with scheduled grade group meetings as planned for remainder of spring semester.

8.0 Plan strategy for summer workshop.

9.0 Proceed with summer workshop according to plan.

10.0 Evaluate effectiveness of training program.

11.0 Plan for Phase II strategy during second week of summer workshop.

Phase II 1970-71

1.0 Inform teachers of 90 & 9 plans for year at all preschool orientation meetings in nine counties.

2.0 Obtain and distribute required methods/media to all social science teachers according to schedule.

3.0 Conduct training schedule activities at each school in nine counties according to schedule.

4.0 Develop and implement further materials and procedures as needed for teachers.

5.0 Assess needs for school year 1971-72.

BASIC PROJECT DESCRIPTION

Project Title : Reading for Perceptually Handicapped
Applicant Agency: Susanville Elementary
Funding Agency : ESEA Title III

NOT APPROVED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Identify through standardized tests students in grades K-1 of selected schools with perceptual-motor skill deficiencies, and to prescribe and implement developmental activities that will result in 80 percent of the identified students reading at a minimum level of the State norms at the end of grade 1. 1.0 Identify teacher K/S deficiencies on priority basis 2.0 Conduct training program for K-1 staff 3.0 Analyze current school curriculum grades K-1 4.0 Develop FLP for P/M skill areas in grades K-1	Target Group: 175 children in grades K-1 with reading difficulties. Needs: To reduce the percentage of children in the primary grades of Susanville Elementary Schools who are reading below the first quartile of the Stanford Reading Test.	Children will be pre- and post-tested using the Stanford Reading Test to determine if the district has achieved its objectives. Financial feasibiltiy will be determined on a cost/benefit basis.	Length: 1 year Budget request: Total: $10,909 1st : 10,909 Cost per participant: 1st : 63.	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan ___ Implementing Project ___ Evaluating Project ___ Revising Project ___ Securing Continuation Support

BASIC PROJECT DESCRIPTION

Project Title : Career-Oriented Education for Handicapped Children
Applicant Agency: Sutter County Schools
Funding Agency : ESEA Title III

NOT APPROVED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Demonstrate with 50 mentally retarded students (grades 7-12) significant and measurable increases in individual preparation for effective survival in society, with educational and personal growth and development to be evaluated in terms of (a) academic achievement in basic skills (reading, language development, and arithmetic), (b) career interests and (c) knowledge and skills related to specific vocations of their choice and commensurate with individual potential. 1.0 To provide teachers with the requisite knowledge and skills to develop career-oriented curricula responsive to the needs of target population.	Target Group: 50 mentally retarded students in grades K-12. Needs: To provide mentally retarded children with necessary basic skills and vocational information so that they will be acceptable for employment after completing grade 12.	Individual records will be maintained to determine the degree to which each child makes academic improvement, acquires career interests, and acquires needed vocational skills and knowledge.	Length: 3 years Budget requests: Total: $108,129 1st : 38,093 2nd : 38,093 3rd : 32,023 Cost per participant: 1st : 762. 2nd : 762. 3rd : 641.	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan ___ Implementing Project ___ Evaluating Project ___ Revising Project ___ Securing Continuation Support

Project Title: Career-Oriented Education for Handicapped Children

Continuation of Objectives:

2.0 To increase interest and knowledge of mentally retarded in the world of work, resulting in the preliminary selection of a vocation.

3.0 To improve academic achievement, through a motivational relationship of classroom study and existing community resources, to the point of estimated potential.

4.0 To provide target population with the initial skills requisite for effective entry into the world of work.

BASIC PROJECT DESCRIPTION

Project Title : Fall River Approach to Individualized Instruction
Applicant Agency: Fall River Unified School District
Funding Agency : ESEA Title III

NOT APPROVED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Provide maximum learning opportunities for each student in grades 9-12 through the development of individualized instructional materials designed along a structered conceptual framework in the basic academic disciplines (reading, English, mathematics, social science), implemented (a) under the supervision of personnel thoroughly skilled in current techniques in individualized instruction and in the basic principles of learning behavior and (b) in a school-community environment supportive to combined efforts of students and teachers. 1.0 Develop school-community involvement procedures in decision-making for project implementation processes.	Target Group: Students enrolled in the LEA's 7-12 (this involves 523 students). Needs: The development of an individualized instructional program to raise the performance levels as measured by standardized tests and by classroom grades earned by students.	Data will be compiled and analyzed to determine if the individualized instructional approach, as conceived in this project, will improve the academic performance of students in grades 7-12.	Length: 3 years Budget requests: Total: $295,009 1st : 130,000 2nd : 122,167 3rd : 42,842 Cost per participant: 1st : 249. 2nd : 234. 3rd : 82.	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan ___ Implementing Project ___ Evaluating Project ___ Revising Project X Securing Continuation Support

Project Title: Fall River Approach to Individualized Instruction

Continuation of Objectives:

2.0 Provide in-service study in development and utilization of Functional Learning Paths and Learning Activity Packages.

3.0 Develop Grades 9-12 Functional Learning Paths in Reading, English, Mathematics, Social Science, and Science.

4.0 Develop Grades 9-10 Individualized Instructional Materials in Reading, English, Mathematics, Social Science, and Science.

5.0 Review and revise school and classroom procedures to insure learning environment supportive to project approach.

6.0 Implement new instructional program in Grades 9-10.

7.0 Develop revised Functional Learning Paths and Learning Activity Packages as required.

8.0 Evaluate program effectiveness.

BASIC PROJECT DESCRIPTION

Project Title : Engineered Classrooms for Instructional Efficiency
Applicant Agency: Shasta County Schools
Funding Agency : ESEA Title III

NOT APPROVED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Identify and demonstrate at the elementary and secondary levels, reading, language arts, and mathematics technological equipment and procedures which will increase teacher efficiency resulting in pupil mean achievement increase by 50 percent. 1.0 Determine the pilot schools, grades, subject areas and teachers to be involved in the project. 2.0 Develop the operational framework (performance requirements) for the Engineered Classrooms for Instructional Efficiency (ECIE). 3.0 Determine increments of functional learning paths obtained from Enterprise, PPBS pilot schools and others to be used in the pilot operations.	Target Group: 25,173 students enrolled in grades K-12. Needs: To determine the instructional strategies and the supportive methods/media that will contribute to the development of maximum reading skills of all students.	Evaluation is based upon the improvement gains of children as a result of this project. Student data will be collected from standardized tests. Costs and efforts are to be prorated in relationship to the improvements made by students.	Length: 3 years Budget requests: Total: $144,135 1st : 61,105 2nd : 58,650 3rd : 24,380 Cost per participant: 1st : 2.40 2nd : 2.33 3rd : .92	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan ___Implementing Project ___Evaluating Project ___Revising Project ___Securing Continuation Support

Project Title: Engineered Classrooms for Instructional Efficiency

Continuation of Objectives:

4.0 Survey individualized instructional materials and examine the materials that can be matched to the learning path increments.

5.0 Select methods/media for each functional learning path by subject and grade level and specify classroom management procedures.

6.0 Specify scope and sequence of learner pilot involvement and the methods/media requirements (for those M/M requirements not available, manufacturers and publishers will be contacted in an attempt to obtain a commitment of cooperation in producing them).

7.0 Implement pilot phase of project to validate functional learning paths and selected methods/media.

8.0 Assess effectiveness of methods/media and the validity of functional learning paths.

BASIC PROJECT DESCRIPTION

Project Title : Northern California Reading Inservice Program
Applicant Agency: Butte County Schools
Funding Agency : ESEA Title III

NOT APPROVED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Design, implement, and determine the program/cost effectiveness of an in-service strategy to improve the instructional skills in reading of elementary teachers. 1.0 Select teacher in-service trainees 2.0 Design summer in-service workshop 3.0 Conduct summer in-service workshop 4.0 Design area in-service program (1970-71 school year) 5.0 Produce area in-service program 6.0 Recruit trainees for area in-service program 7.0 Conduct area in-service program	Target Group: Children enrolled in grades 1 through 3 in the schools of participating teachers. Needs: Survey of approximately 750 children in grades 1 through 3 of counties of Butte, Tehama and Trinity indicated that 32 percent of the first grade, 31 percent of the second grade, and 32 percent of the third grade fell below the first quartile in reading.	Teachers are to be pre- and post-tested to determine growth in skills required to teach reading. Children will be given standardized tests at end of year and results compared with control groups to determine effectiveness of improved instruction.	Length: 1 year Budget request: Total: $22,186 1st : 22,186 Cost per participant: 1st : 246.	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan ___ Implementing Project ___ Evaluating Project ___ Revising Project ___ Securing Continuation Support

Project Title: Northern California Reading Inservice Program

Continuation of Objectives:

8.0 Post-test area trainees

9.0 Evaluate project

BASIC PROJECT DESCRIPTION

Project Title : Environmental Education for Handicapped Children
Applicant Agency: Glenn County Schools
Funding Agency : ESEA Title III

NOT APPROVED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Provide environmental education for 100 to 150 handicapped children (grades K-12) in Glenn, Butte, Tehama, and other counties, resulting in individually predicted growth to achieve specific behavioral objectives (significant at cited statistical levels). 1.0 Potential student participants will be identified by contacting building principals in the target counties, and a list of names with all required data will be developed. 2.0 The in-service/pre-service program components will be developed, the instructional strategy selected, training materials acquired, and sessions scheduled. 3.0 Participating teachers and pre-service participants will be selected and assigned to sessions.	Target Group: 100 to 150 handicapped children in grades K-12. Needs: To alleviate needs related to: (a) academic achievement well below potential, (b) negative self-images, (c) difficulty in interacting effectively with non-handicapped, (d) non-supportive attitudes of parents, teachers and community personnel, and (e) inappropriate and ineffective utilization of the environment.	Standardized test scores, classroom performance, and teacher evaluation of progress outside of classroom activities.	Length: 3 years Budget requests: Total: $79,139 1st : 29,629 2nd : 29,310 3rd : 9,200 Cost per participant: 1st : 296. 2nd : 293. 3rd : 92.	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan ___ Implementing Project ___ Evaluating Project ___ Revising Project ___ Securing Continuation Support

Project Title: Environmental Education for Handicapped Children

Continuation of Objectives:

4.0 All resources and participants will be brought to site, training sessions held, summer activities implemented.

5.0 Followup activities during the school year will be implemented to support students and teachers.

6.0 An evaluation specialist will be employed to develop a strategy, analyze collected data, draw conclusions, and report on project success.

BASIC PROJECT DESCRIPTION

Project Title : Developing Affective Relationship Techniques
Applicant Agency: Oroville City Elementary
Funding Agency : ESEA Title III

NOT APPROVED

Objective	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Develop and implement a program, for the Oroville City Elementary District, that will identify teachers with affective relationship skills, and by a planned program of replication, develop these skills in other teachers of the district, to a degree that learner skills within all classrooms will increase to a point of statistical significance. 1.0 Identify Affective Relationships in Teaching 2.0 Design In-Service Training Program 3.0 Implement In-service Training Program for Validation 4.0 Validate Affective Relationship Technique 5.0 Revise Affective Relationship Technique as Required	Target Group: Seventy-two children enrolled in the sixth grade. Needs: To reduce the number of children in the district requiring special instructional services, such as those offered by E. H. classes; and to provide to many students the academic opportunities that result from a supportive learning climate.	Reduction in enrollments in and referrals of children to special classes will constitute the major data to be evaluated.	Length: 3 years Budget requests: Total: $102,543 1st : 55,703 2nd : 23,190 3rd : 23,650 Cost per participant: 1st : 774. 2nd : 322. 3rd : 328.	_X_ Needs Assessment _X_ Stating Mission Objective _X_ Setting Performance Requirements _X_ Listing Constraints _X_ Making Functional Analysis _X_ Making Task Analysis _X_ Making Methods/Media Analysis ___ Identifying Alternate Strategies ___ Selecting Solution Strategy _X_ Designing Management Plan ___ Implementing Project ___ Evaluating Project ___ Revising Project ___ Securing Continuation Support

Project Title: Developing Affective Relationship Techniques

Continuation of Objectives:

6.0 Evaluate Affective Relationship Technique Project

7.0 Evaluate Affective Relationship Technique Project

BASIC PROJECT DESCRIPTION

Project Title : Modoc Rural Reading Program
Applicant Agency: Modoc County Schools
Funding Agency : ESEA Title III

NOT APPROVED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Provide (a) for preschool children a system of readiness developmental activities, enabling each child to utilize a flexible school entry program by being placed in Kindergarten at the earliest possible age in accordance with the law; and primary school children (K-3) with a reading system which begins at each grade level with familiar rural-based materials, resulting in conceptual integration and a mean reading improvement of 25 percent over the mean reading scores of the county for the past three years based on the State testing program. 1.0 Produce familiar reading materials (grades K-3). 2.0 Produce preschool development activities.	Target Group: Children enrolled in K-3 grades and preschoolers. Needs: To create a program relevant to the environmental background of children in Modoc County that will improve the reading performance as measured by standardized tests.	Success of the program will be determined by the utilization of standardized tests and by comparison of student reading gains with gains in previous years. Methods for developing and producing a relevant reading program will be evaluated in terms of time and cost to produce.	Length: 3 years Budget requests: Total: $86,533 1st : 31,503 2nd : 33,930 3rd : 21,100 Cost per participant: 1st : 1,313. 2nd : 1,418. 3rd : 879.	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan ___ Implementing Project ___ Evaluating Project ___ Revising Project X Securing Continuation Support

Project Title: Preschool-Primary

Continuation of Objectives:

3.0 Develop reading orientation "unfamiliar" stories.

4.0 Test target population for placement (readiness).

5.0 Implement 2-phase program and preschool developmental activities.

6.0 Revise reading materials and preschool activities.

7.0 Implement in-service training program for teachers in larger attendance center (K-3).

8.0 Evaluate first year of operation.

BASIC PROJECT DESCRIPTION

Project Title : A Model In-Service Training Program for Northern California School Administrators
Applicant Agency: Butte County Schools Office
Funding Agency : ESEA Title V

FUNDED

Objective	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Provide a program of in-service training for school principals and central office professional personnel which will enable them to increase their requisite skills 50 percent in: (a) Legal aspects of school management; (b) Modern school management; (c) Instructional upgrading (system technology, innovative methods-media). 1.0 Develop model in-service program which can furnish equivalent training to administrators in 9 additional counties. 2.0 Disseminate to county and district offices a report which will indicate the economic efficiency of providing annual or bi-annual in-service training for administrators through cooperative programs.	Target Group: School administrators in the ten counties comprising the service area of the Northern California P.A.C.E. Center. Needs: Survey of the ten-county area by the P.A.C.E. Center indicates that approximately 40 percent of the school administrators are employed by districts where in-service training opportunities are limited by geographic isolation and district size (a condition that is probably characteristic of the state as a whole).	Data obtained from pre- and post- tests administered to all administrator participants will be compared to demonstrate the effectiveness of this instructional approach. In addition, the management model will be monitored and evaluated.	Length: 1 year Budget request: Total: $12,705 1970: 12,705 Cost per participant: 1st : 158.81	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Method/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan X Implementing Project X Evaluating Project ___ Revising Project ___ Securing Continuation Support

Project Title: A Model In-Service Training Program for Northern
California School Administrators

Continuation of Target and Group Needs:

Needs (cont.)

Orientation for action can be forthcoming from this proposal through the development of a feasible and effective in-service training program, designed with a capability for widespread diffusion.

BASIC PROJECT DESCRIPTION

Project Title : Modification of Negative Cognitive Factors through a Linguistic Approach
Applicant Agency: Tehama County Schools Office
Funding Agency : ESEA Title VI-A

FUNDED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Develop in Tehama County Schools a program for 70 handicapped children that will develop and increase their cognitive abilities, resulting in a significant increased performance in reading during the 1970-71 school year. 1.0 Design and implement an in-service training program for five teachers in techniques of identifying and prescribing cognitive abilities for handicapped. 2.0 Identify 70 children for this program. 3.0 Develop curriculum for handicapped children in the experimental group, utilizing functional learning paths for recording the progress of each child. 4.0 Develop a transfer record-keeping system for children who are enrolled in the program.	Target Group: 70 handicapped children in preschool, kindergarten and first grades in Tehama County schools. Needs: Upgraded instructional skills and management techniques for teachers working with handicapped children. Improved linguistic skills for handicapped children.	Statistical data will be maintained to determine the cost and program effectiveness of each sub-function, the degree of accomplishment, the time allocations required, the appropriateness of resources, and the significant changes resulting in student performance.	Length: 2 years Budget requests: Total: $22,330 1st : 11,165 2nd : 11,165 Cost per participant: 1st : 159.50 2nd : 48.54	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan ___ Implementing Project X Evaluating Project ___ Revising Project ___ Securing Continuation Support

BASIC PROJECT DESCRIPTION

Project Title : Improving Rural Vocational Education
Applicant Agency: Modoc-Tulelake Joint Unified School District
Funding Agency : California State Department of Education (Cooperative Improvement Programs)

FUNDED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Identify work stations to develop salable skills, review and expand project curriculum, evaluate and recommend revisions in present curriculum, develop master plan for vocational education through the involvement of community leaders and school personnel.	Target Group: All students enrolled in the applicant school district, with emphasis on the non-college preparatory group. Needs: Course content and activities responsive to student needs. Work experience activities developed cooperatively by school and community.	The basic purpose of the project is to develop a master plan for vocational education in rural areas that will be acceptable to the local school district and applicable to other rural communities. Evaluation will be based on the product that is produced and its acceptance by the teachers and community.	Length: 1 year Budget request: Total: $4,200 1st : 4,200 Cost per participant: 1st : $19.09	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan X Implementing Project X Evaluating Project ___ Revising Project ___ Securing Continuation Support

BASIC PROJECT DESCRIPTION

Project Title : A Cooperative Project to Improve the Reading and Writing Communication Skills
Applicant Agency: Weaverville Elementary School District
Funding Agency : State of California (Cooperative Improvement Program)

FUNDED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Devise plan for implementation of relevant communication skills program commencing in kindergarten and extending to grade eight in 1969-70. 1.0 Determine specific objectives of communication skills at various levels. 2.0 Identify resources necessary to design procedures for implementing communication skills. 3.0 Secure commitments of resources necessary for planning and design of the communication skills, both within the region and out of the region. 4.0 Train and equip teachers with necessary skills for carrying out the communication skills program, to meet the needs of the learners in reading and writing.	Target Group: 100 students (K-8) Needs: A system design must be created that will allow the present progress in grade 1 to continue through grade 8 as the project continues beyond grade 1 to include all the elementary students.	The model developed for grade 1 will be modified to be relevant through grade 8, revised periodically as needed and pre- and post-test results are planned to determine success.	Length: 1 year Budget request: Total: $3,462 1970 : 3,462 Cost per participant: Summer 34.62 1970 7.59	___ Needs Assessment X Stating Mission Objective ___ Setting Performance Requirements ___ Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis ___ Identifying Alternate Strategies ___ Selecting Solution Strategy X Designing Management Plan X Implementing Project X Evaluating Project X Revising Project X Securing Continuation Support

Project Title: A Cooperative Project to Improve the Reading and Writing
Communication Skills

Continuation of Objectives:

5.0 Produce model for accomplishing learner needs in the communication skills program that will permit implementation beginning in the fall of 1969.

BASIC PROJECT DESCRIPTION

Project Title : A Model Interdisciplinary Vocational Business Instructional Program
Applicant Agency: Red Bluff Union High School District
Funding Agency : State of California (Cooperative Improvement Program)

FUNDED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Develop plans to establish model interdisciplinary vocational business program that will administer to the relevant needs of secondary students in Red Bluff High School and will become a model for the revision of courses in agriculture, industrial arts, and home economics. 1.0 Identify teacher of interdisciplinary subjects to develop the model of the business vocational program. 2.0 Identify necessary resources to support the teachers in developing the model program. 3.0 Develop terminal performance skills requirements for the business vocational program. 4.0 Design instructional program to equip students with the necessary	Target Group: Secondary students enrolled in business education classes. Needs: 1. The student lacks realistic goals. 2. The student is unable to transfer to concepts and methods from one class to another. 3. The student lacks interest in academically oriented courses because to him they are not relevant. 4. There is lack of individual help and guidance. 5. There is lack of articulation between the high school, the community college, and industry.	Pre- and post-test results. Attendance records. Disciplinary records. Requests by students of counseling sessions with counselors.	Length: 1 year Budget request: Total: $4,030 1969 : 4,030 Cost per participant: 2.68	___ Needs Assessment X Stating Mission Objective X Setting Performance Requirements ___ Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis ___ Identifying Alternate Strategies ___ Selecting Solution Strategy X Designing Management Plan ___ Implementing Project ___ Evaluating Project X Revising Project X Securing Continuation Support

Continuation of Objectives:

4.0 (cont.)

skills to meet the terminal performance requirements.

5.0 Review and evaluate feasibility of the model program.

6.0 Submit final model plan for district approval.

Continuation of Target Group Needs:

6. There is the probability of a lack of any marketable skill upon graduation from high school.

BASIC PROJECT DESCRIPTION

Project Title : A Model Community Plan for Total Youth Involvement
Applicant Agency: Paradise Recreation and Park District
Funding Agency : California Council on Criminal Justice

FUNDED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Plan and implement a program of recreational activities for a selected group of potential problem youth, ages 12-18, with the geographic boundaries of the Paradise Recreation and Park District, commencing July 1, 1970, that will result in a change of behavior as measured by compared statistical data. 1.0 Conduct needs assessment survey 2.0 Determine target population 3.0 Prescribe activities 4.0 Recruit target population 5.0 Implement program 6.0 Evaluate and revise program	Target Group: Paradise youth, ages 12 to 18, identified as being on the verge of serious conflicts with school and the law. Needs: Leisure time activities for youth. Reduction in high rate of juvenile crimes. Improved self-images among youth not now being reached by any youth-oriented programs.	Three primary techniques will be used: (1) Ongoing evaluation, to provide constant feedback and permit consideration of process of the project; (2) Interim Evaluation, based on data related to changes taking place in youth being served; (3) Terminal evaluation, analyzing total data compiled in first two phases and providing cost-effective measures.	Length: 3 years Budget requests: Total: $44,680 1st : 15,135 2nd : 14,773 3rd : 14,772 Cost per participant: (Not applicable)	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan ___ Implementing Project X Evaluating Project ___ Revising Project ___ Securing Continuation Support

BASIC PROJECT DESCRIPTION

Project Title : Project Preschool Follow-through
Applicant Agency: Modoc County Superintendent of Schools
Funding Agency : ESEA Title V

PENDING

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Identify in descriptive terms (a) the major factors influencing and common to unsatisfactory learning development of children at preschool and kindergarten-primary levels and (b) learning activities designed to alleviate the identified learning barriers at both levels. Demonstrate effective procedures for securing supportive parent involvement in planning and implementing developmental learning experiences for children at preschool and kindergarten-primary levels. Develop model in-service and orientation materials designed to increase significantly teacher-parent awareness and instructional skills related to identified critical factors..	Target Group: All primary students in Modoc-Tulelake Unified and Surprise Valley Unified School Districts. Needs: 1. Development and implementation of a countywide primary program designed to insure placement of children in learning situations commensurate with mental and physical development. 2. Continued utilization of major outside resources to strengthen local programs. 3. Revision of district policies within the county to insure thorough screening of all children prior to school entry.	Data obtained from pre- and post-tests administered by project personnel. Also management model will be monitored and evaluated according to time line.	Length: 1 year Budget request: Total: $13,640 1970-71: 13,640 Cost per participant: 1970-71: 10.29	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis ___ Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan X Implementing Project X Evaluating Project X Revising Project X Securing Continuation Support

Project Title: Project Preschool Follow-through

Continuation of Objectives:

Produce and distribute dissemination materials (manuals, slides, tapes, and transparencies) related to identified critical procedures and model in-service materials to 25 identified county and district offices (serving populations similar to the applicant agent), the six State Curriculum Depositories, five designated California State Department of Education Offices, and the ERIC Clearinghouse on Early Childhood Education (University of Illinois).

Continuation of Target Group Needs:

4. Cooperation with local officials to initiate and support preschool program.

5. Development of an extremely effective working relationship with parents of primary children throughout the county.

BASIC PROJECT DESCRIPTION

Project Title : Regional Model for CMI Implementation
Applicant Agency: Chico Unified School District
Funding Agency : ESEA Title V

PENDING

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Develop necessary criteria, plans and models for a vertically organized computer network that will support individualized instruction and allow for continuation and carry-over of detailed student records from elementary to secondary to college levels. 1.0 Develop courses and materials that will allow for pre- and in-service training of teachers in Instructional Systems Technology (IST). 2.0 Develop requirements for translator programs that will allow a computer to translate teacher generated performance objectives and learning steps written in quasi-English-language form into a Computer Managed Instruction (CMI) procedure in computer-machine-language form.	Target Group: 9,247 students. Needs: General individualization of student instruction in school curricula is being hindered by a lack of procedures, computer equipment and funding to allow the identifying, recording and charting of student course progress on an individual basis. 1. Pre- and in-service courses and materials are not available to train teachers in procedures to allow computer managed instruction. 2. Carry over and continuation of records from elementary to secondary school	Evaluation Data The data to be obtained from this study will show the cost/performance effectiveness of regional vs. local stand-alone computer systems and program development. Criteria will be developed to enable design of regional distributed networks based on student population and will provide cost trade-off factors for major implementation decisions.	Length: 1 year Budget request: Total: $19,380 1970-71: 19,380 $ 5,500 Local Matching 13,880 ESEA Title V Cost per participant: 2.10	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan X Implementing Project X Evaluating Project X Revising Project X Securing Continuation Support

Project Title: Regional Model for CMI Implementation

Continuation of Target Group Needs:

2. (cont.)

to college are being hampered by the horizontal organizational nature of existing computer facilities (by school level) where available.

3. Local student populations are too small to generate and justify funding to support economy of scale available in large computer systems.

BASIC PROJECT DESCRIPTION

Project Title : Butte County Outline for Vocational Educational Personnel Project.

PENDING

Applicant Agency: Butte County Schools
Funding Agency : Vocational Education Office, State of California

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Develop and submit for approval and implementation by September 1971 a countywide or regional vocational information and skills training program for Butte County that will result in all graduating seniors having a salable work skill in one of the California State Vocational Education Section recognized work families. 1.0 Survey all school facilities, junior high and high school, which are currently available for vocational education. 2.0 Survey curricular programs in the above schools, with specific emphasis on vocational education courses. 3.0 Survey students who leave the area following graduation, the communities to which they	Target Group: All high school students with vocation-oriented interests in Butte County. Needs: With the present emphasis on vocational education, either a regional or countywide master plan is essential for the coordination and most efficient utilization of available resources. This proposal by Butte County will have relevance to all rural California school systems because of the following similar conditions: (1) a basic agricultural and related industry type economy; (2) a rural orientation towards vocational education; (3) a limited availability	Management model will be monitored and evaluated according to system developed and time line diagram. Effectiveness of implementation to be determined by advisory council and administrators of all schools involved, in terms of reaction to plans developed.	Length: 1 year Budget request: Total: $27,946 1970 : 27,946 Cost per participant: 1970 : 6.44	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies ___ Selecting Solution Strategy X Designing Management Plan X Implementing Project X Evaluating Project X Revising Project X Securing Continuation Support

Continuation of Objectives:

3.0 (cont.)

move, and the type of employment they secure.

4.0 Survey existing and emerging job possibilities in the area and in other employment markets, the entry positions available to beginning workers, and the skills required to fill these positions.

5.0 Survey current student populations in the area schools, resulting in appropriate demographic data.

6.0 Classify job entry skills for identified positions by nature of training required.

7.0 Translate required entry skills into behavioral objectives.

8.0 Evaluate current course offerings in terms of appropriateness to required entry skills.

9.0 Recommend vocational curriculum for the schools of Butte County and area.

10.0 Recommend management structure and implementation strategy for initiating new programs.

Continuation of Target Group Needs:

of jobs providing scant opportunities for students to remain within the rural community; and (4) a large percentage of migrating students seeking work in urban areas.

BASIC PROJECT DESCRIPTION

Project Title : Breaking the Failure Cycle in Handicapped Education
Applicant Agency: Chico Unified School District
Funding Agency : ESEA Title VI-A

NOT APPROVED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Break the failure syndrome that handicapped children become enmeshed in through a diagnostic and prescriptive program. Teachers, parents, and special education teachers will utilize counseling and inservice training to interact with other resources and agencies that will reinforce the child's strength as a means of alleviating his weakness. A positive attitude toward himself and a feeling of worth and accomplishment will be areas of primary concern in breaking the failure cycle.	Target Group: 100 handicapped students. Needs: New procedures are needed to help improve the learning postures and attitudes toward education of many handicapped students.	Chico State College Psychology Department will design and supervise graduate students in gathering, compiling, coding, and deriving descriptive statistical data. The College computer center will treat data received. Interpretation and recommendations will be sent to Project Director. Title VI Evaluation results will be compared with appropriate standardized and informal tests used in Title III pre-post evaluations. Tests for pre-post evaluations will be selected for their appropriateness to each student's functioning level.	Length: 1 year Budget request: Total: $60,890 1970-71: $11,100 Local 49,790 Title VI-A Cost per participant: $497.90	___Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan ___Implementing Project ___Evaluating Project ___Revising Project ___Securing Continuation Support

BASIC PROJECT DESCRIPTION

Project Title : Prescriptive Developmental Activities Project
Applicant Agency: Glenn County Schools Office
Funding Agency : ESEA Title VI-A

NOT APPROVED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Provide minimum of 25 educationally handicapped children special prescriptive extra-class activities which will result in significant reductions in cognitive, affective and psyoho-motor learning and development barriers. Provide classroom teachers through program observation and in-service study with increased awareness of supportive activities designed to strengthen classroom programs.	Target Group: 121 students now enrolled in special classes and those excluded because of a lack of funds and personnel. Needs: Present programs for handicapped children are not adequate to do the job for the students now attending--a waiting list for E.H. and E.M.R. students has developed.	Base line and terminal data will permit comparisons of individual gains with anticipated normal gains and comparison of individual gains with gains made by non-participating students.	Length: 1 year Budget request: Total: $6,955 1970-71: 6,955 Cost per participant: 1970-71: 4.10	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan X Implementing Project X Evaluating Project X Revising Project X Securing Continuation Support

BASIC PROJECT DESCRIPTION

Project Title : Vocational Curriculum for Butte County's Handicapped
Applicant Agency: Butte County Superintendent of Schools
Funding Agency : ESEA Title VI-A

NOT APPROVED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Develop by September 1971 in Butte County an operational work skills training program in sheltered workshops and on-the-job training which will coincide with special education classroom activities to produce in mentally and physically handicapped maximum employable skills. 1.0 Review available data concerning present and future employment characteristics and determine suitable vocational tasks. 2.0 Review current research to determine employability criteria. 3.0 Determine facility-materials-personnel requirements and sheltered workshop program revisions. 4.0 Develop curriculum guidelines and work training steps.	Target Group: Physically handicapped and mentally retarded children, 1,190 in number. Needs: To improve the procedures and facilities to a point where the County can meet the educational needs of handicapped children.	Evaluation will relate directly to product and its effect on children.	Length: 1 year Budget request: Total: $35,361 1970-71: 35,361 $ 4,200 Local Matching 31,161 Title VI-A Cost per participant: 1970-71: 186.11	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan ___ Implementing Project ___ Evaluating Project ___ Revising Project ___ Securing Continuation Support

Project Title: Vocational Curriculum for Butte County's Handicapped

Continuation of Objectives:

5.0 Develop communication work training steps.

6.0 Develop communication guidelines.

7.0 Implement program to meet in-service needs.

BASIC PROJECT DESCRIPTION

Project Title : Relevant Education for the Migrant Mexican-American Secondary Student
Applicant Agency: Hamilton City Union High School District
Funding Agency : State of California (Cooperative Improvement Program)

NOT APPROVED

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Plan procedures designed to provide the small rural high school student and the migrant Mexican-American high school student with salable vocational entrance skills commensurate with his ability upon graduation from high school by June, 1970. 1.0 Identify target population needs with regard to vocations this group has selected and most often enter. 2.0 Design overall instructional strategy to meet needs of target population by utilization of various resources and Learning Activity Packages. 3.0 Secure commitments from identified resources to aid in design of program. 4.0 Develop or secure instructional materials necessary to plan program.	Target Group: Migrant Mexican-American (rural schools). Needs: At present school system is not meeting the educational and vocational needs of a large part of their Migrant Mexican-American student population.	Evaluation will measure effectiveness of program in helping students by accumulating data in the areas of grades, attendance, discipline, counseling, use of vocational materials, and ability to acquire employment.	Length: 1 year Budget request: Total: $3,864.50 1970 : 3,864.50 Cost per participant: 1970 : 7.73	___ Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies ___ Selecting Solution Strategy X Designing Management Plan ___ Implementing Project ___ Evaluating Project ___ Revising Project X Securing Continuation Support

Objective 2.0

Statement: To stimulate required planned changes in the educational community.

Functions: (2.1) Establish procedures for and conduct project research; (2.2) establish procedures for and select methods/media strategies; (2.3) provide for diffusion activities; (2.4) establish mechanics for follow-up diffusion support.

Procedures:

The Northern California P.A.C.E. Center has provided extensive services and has assisted in the implementation of varied activities within its ten-county service area, all designed to upgrade and enrich regional capabilities for recognizing needs and developing plans and resources to cope with required changes. The major effort in this area has been to provide regional educators with sufficient skills in systems technology for accomplishing the planning fuctions assigned to them (the term "regional educators" includes classroom teachers, district superintendents and principals, and county office personnel).

Accomplishment of objective two can best be evaluated by describing the major activities carried out by the Center staff, followed by an outline of specific projects developed to accomplish this goal.

Activity 1

Regional school administrators and curriculum consultants were trained in the application of the systems approach to management and curriculum design in a program supported by ESEA Title V funds. Services were provided to eighty (80) regional participants, forty (40) administrators and forty (40) curriculum consultants. Program evaluation indicated a high degree of success in providing skills relevant to the needs of educators in the area of planning. A description of the program is included in the Appendix (Item "A").

Activity 2

Butte County school consultants utilized the expertise of the Center staff in workshops conducted to provide skills in design techniques of functional learning paths. One immediate result has been the development of improved educational programs for handicapped children (see Appendix, (Item "B").

Activity 3

Individualization of education in the Chico Unified School District became a top priority item during the 1969-70 school year, and a series of workshops was held to help classroom teachers acquire competency in planning and curriculum design. Resource materials, consultant services, and evaluation assistance were provided by Center personnel (with a major portion of the instruction provided by district staff who had received their training through the Center). Approximately forty (40) teachers participated in this program.

Activity 4

The Center cooperated with the California Association of School Administrators in planning two workshops in systems technology and skills related to the implementation of PPBS. This activity brought Dr. Robert Corrigan and Dr. Roger Kaufman to the area, and provided instruction to fifty-eight (58) administrators in January and forty-five (45) administrators in May.

Activity 5

A "Model for the Management of Curriculum Change" was developed by Center personnel and presented to the Northern Section of the California Association of School Curriculum Development at their annual meeting in Chico. Forty-seven administrators from eight counties participated, and Center personnel will be assisting a number of these districts in implementation of the model during the 1970-71 school year (the exact number is dependent at this point on time commitments that can be made by the staff).

The above model has been presented to two county staffs and other school groups since this initial presentation, and Butte County Consultant Harvey Wilson in April disseminated it in a major presentation at a state conference. The model is included in the Appendix, Item "C").

Activity 6

The Mount Shasta Elementary School District (Siskiyou County), in an effort to improve the academic performance of students, requested Center assistance in training teachers in the writing of performance objectives and requirements. Twenty hours of consultant service enabled the district to achieve its goal, and educational planning by the teachers has produced substantial changes in classroom activities. Materials concerning this program are included in the Appendix, Item "D").

Activity 7

Following dissemination of the results of the Mount Shasta workshops, the Center provided similar services to the Fall River Unified School District (Shasta County) and to administrators attending a program launched by the Lassen County Schools Office. In each of these areas, personnel trained through previous Center activities were available to provide basic instruction, and Center personnel were utilized to provide support where higher levels of expertise were thought to be necessary.

Activity 8

The Center during the year developed an instructional unit for dissemination related to acquiring skills in writing behavioral objectives. Utilizing a functional learning path as the basis for the unit, this approach was implemented with documented success in Glenn County to over one hundred (100) participating administrators and teachers. Eighty (80) have requested additional training, and a series of three workshops will be presented by the Center in October, December and February.

As a result of this activity, additional requests have been received and similar workshops have been held or scheduled in the Shasta Lake Elementary (Shasta County) and the Gridley Elementary (Butte County) School Districts. The unit is included in the Appendix, (Item "E").

Activity 9

In supporting statewide programs the Center has produced three important documents during the year. One describes the services and functions accomplished by the twenty-one (21) Centers of the state, was developed with assistance from other Centers, and formed the basis of a presentation to the Assembly Education Committee during the year. (see Appendix, "Item "F"). A second document, developed also with assistance from other Centers, was a position paper related to the continuance of the Center-approach to educational planning in California, and this was presented to the County Superintendents, the State Department of Education and the Educational Innovation Advisory Commission in meetings in February and March of 1970 (see Appendix, Item "G").

In studying the problem of finding effective means for assuring the continuance of planning services to the ten counties, Center personnel compiled relevant educational and related data in an effort to arrive at an understanding of the many complex factors interacting with this problem, both at a regional and statewide level. This material, compiled under the heading of "Pace 1969," was utilized in a two-day meeting devoted to a study of this problem and has provided valuable input to school administrators and state officials. "Pace 1969" is Item "H" of the Appendix.

Activity 10

In supporting districts within the service region in efforts to bring about adoption and/or adaption of necessary educational approaches, the Center developed during the year a refined needs assessment survey form. This instrument is designed to gather data from students, teachers, parents, administrators, and school board members, with the compiled results relating directly to the learner-oriented needs of the districts (see Appendix, Item "I").

Activity 11

Attention has been called to various written products that resulted from the above activities, many of which are included in the Appendix as supporting information. In addition, achievement of this objective was attempted through the planning and submittal of several project proposals. These were described in the activities related to the preceding objectives.

Activity 12

Throughout the year the Center supported conferences, workshops, special instructional programs for students, in-service study for teachers, school visitations, research studies, and related educational endeavors designed with the common thrust of encouraging needed changes in classroom programs.

Center services in this category are described on the following pages with descriptive data related to target population, time in terms of professional days, nature of support, and resultant products.

A. PROGRAMS DEVELOPED IMPLEMENTED	TARGET POPULATION	COST PER PARTICIPANT	CENTER ROLE	PRODUCT
Systems Analysis Approach	150 teachers and administrators	$ 9.	Planning Assistance	System analysis skills for replication
Indian Education Conference	51 teachers and administrators	2.	Planning Assistance -- Program Implementation	Curriculum development-materials to utilize in Indian education
LAP Development	50 administrators and teachers	2.	Planning Assistance -- Program Implementation	Curriculum development
Oral Communication Improvement	140 teachers and administrators	.50	Planning Assistance	Curriculum development
NASA Spacemobile Program	450 students	.60	Planning Assistance	Science information
Behavioral Objectives Workshop	25 teachers	22.	Program Implementation	Behavioral objective skills
Elementary Counseling, Durham	19 teachers and administrators	11.	Need Assessment	Elementary counseling skills
Planning Workshop	15 students 10 teachers 40 administrators 140 others	1.50	Planning, Scheduling, and Consultation	Planning skills for educators
Oral Communication (Lasnik)	15 students 75 teachers 5 administrators 3 others	.70	Identification of Needs and Scheduling of Consultant	Awareness among participants of oral communication
Behavioral Objectives	250 teachers 2 administrators	2.50	Consultants	Skills for writing behavioral objectives by participants
UNIPAC Workshop	50 teachers 5 administrators	7.	Planning and Scheduling	Skills by participants in writing UNIPAC's

PROGRAMS DEVELOPED IMPLEMENTED	TARGET POPULATION	COST PER PARTICIPANT	CENTER ROLE	PRODUCT
Somolian Administration In-Service Training	7 administrators	$ 20.	Training Consultant Services	Improved educational programs in area schools
Tanzanian Educational In-Service Training	16 administrators	17.	Training Consultant Services	Participants, after orientation, served district schools
Butte County Staff System Analysis	20 teachers 50 administrators	6.	Training Consultant Services and Materials	Participants produced instructional programs
Model for Curriculum Change Procedures	44 administrators	9.	Consultant and Materials	Model for managing curriculum change
System Analysis Workshops (7)	75 teachers 50 administrators 85 others	2.	Consultant, Materials, Securing of Services, Scheduling	Skills for writing projects and planning
Community Study Workshops (8)	60 students 260 others	2.	Planning, Scheduling, Presentation, and Consultant Services	Needs assessment for data for communities participating

B. Planning Assistance	Target Population	PACE Center Man Days	Center Role	Product
Telecommunications Conference	12 students 10 teachers 10 administrators 60 others	5	Planning	Conference on improved methods/media
Model Project Visitations	25 student teachers 450 teachers 100 administrators 50 others	10	Visitation procedures	Visitations to Enterprise projects
Conference Planning	60 administrators 2 others	6	Scheduling of facilities and participants	PPBS area meetings
ESEA Reviews Titles III, VI, VII		30	Review consultants	Project reviews
Curriculum Planning	4 administrators	2	Consultant services in planning	County survey vocational education attitudes
Conference Planning	30 students 5 teachers 5 administrators	1	Planning	Annual film conference
Planning with Chico State College and County Office Personnel	40 students 50 teachers 30 administrators	2	Conference planning	Student Unrest conference
Representatives from Student Councils	12 students 1 teacher 2 administrators	1	Conference planning	Student Council conference
Enterprise School District	150 teachers 15 administrators	3	Planning for conference	Enterprise Innovative conference
School District Administrators	2 administrators	1	Resource referral	Survey of bond and tax elections

III ACTIVITIES

Planning Assistance	Target Population	PACE Center Man Days	Center Role	Product
Local School Personnel	25 teachers 25 administrators	2	Program planning	Local leadership conference
Need for Regional Library Processing Center	20 teachers	10	Area library assessment	ESEA Title II proposals
Regional Vocational Center	5 students 40 teachers 5 administrators	10	Curriculum development	Vocational education program improvement in 5 counties
Expertise in Planning for Improved Performance	40 students 20 teachers 20 administrators 100 others	3	Program planning	Conference in planning skills
Current Regional, State, and National Problems	40 students 20 teachers 10 administrators 20 others	1	Conference planning	Pollution conference
Problem: Articulation Between High School-Junior College	20 teachers 30 administrators 30 others	2	Program planning	Conference on junior college-high school articulation
Skills for the Para-professional	4 teachers 3 administrators 35 others	2	Program planning	Para-professional workshop
Planning, Area II Curriculum	320 administrators	16	Curriculum planning Area II State Curriculum Committee (16)	Area-wide curriculum development
Status of Regional Indian Education	75 students 25 teachers 1 administrator 150 others	1	Planning	Indian Education in Northern California (Publication)

Planning Assistance	Target Population	PACE Center Man Days	Center Role	Product
Dissemination of Educational Information to Children	50 students 6 teachers 2 administrators 2 others	2	Planning program	TV aerospace program production
Dissemination of Educational Developments as Result of Title III in Northern California	6 administrators	3	Planning program	TV innovative program production
Operations of Public Educational Institutions	10 administrators	1	Visitation planning	Somolian School and county district visits
Status of Elementary Library Services in Northern California	25 teachers 85 administrators	2	Thesis study data	Elementary school library survey for Northern California
Work Study - A Reality in Northern California?	40 administrators	1	Thesis study data	Work study programs in Northern California

III ACTIVITIES

C. NEEDS ASSESSMENT	TARGET POPULATION	PACE CENTER MAN DAYS	NUMBER INVOLVED IN PLANNING	USE OF ASSESSMENT INFORMATION
Regional 10-County	50 teachers 20 administrators 250 others	15	3 administrators 25 others	Agreement of critical educational needs of area
First Grade 10-County	6700 students 367 teachers 55 administrators	25	150 students 15 teachers 5 administrators	Base line data for various projects - Modoc County Preschool-Primary; Northern Calif. Elementary Schools
Vocational 10-County	35 teachers 10 administrators	12	6 teachers 15 administrators	Basis for Small High Schools project
Library 7 Counties	70 administrators	5	3 administrators	Support of several Title II-Phase II State regional library cooperative programs
Mass Media 10-County	135 teachers 15 administrators	3	3 teachers 2 administrators	Mass media conference
Work Experience Survey 10-County	175 teachers 25 administrators	2	4 teachers 5 administrators 1 other	Small High Schools project
Durham Unified	75 students 17 teachers 2 administrators 27 others	4	4 teachers 7 administrators 1 other	Basis for further Needs Survey Instrument (refinement)
Student Profile Survey 6 Districts 4 Counties	3350 students 12 administrators	6	12 administrators	Data used for developing 5 district reading project
Physical Education Survey-15 Counties	300 students 25 teachers 15 administrators	12	10 teachers 2 others	Cooperative Elem.-Sec. Physical Education Prog. - in five counties
Computerized Need Assessment Pilot Survey (300)	300 students	6	4 teachers 7 administrators	Pilot data for completion of final instrument

III ACTIVITIES

D. DISSEMINATION	No. Different Products Prepared	Students	Teachers	Admin.	Other
			(Approximate No.)		
1. Bibliographies	5		75	36	
2. Guidelines	4	5	15	15	
3. Survey-Instrument	3	300	450	55	
4. Procedural Models	4	15	100	480	
5. Special Report	5	150	600	200	
6. Bulletins	8		21,000 →		
7. Brochures	10		55,000 →		
8. Reports	15	500	400	250	
9. Videotapes	3	Channel 9 Viewing Area 10 Counties			
10. Slides/Transparencies	110	See Bulletins, Reports, Brochures			
11. Films	1	None	None	None	
12. Newsletters	5			375	
13. News Releases	12	To estimated 10-county population of 390,000 people			
14. LAP Materials	25		75	15	
15. Visits to Innovative Program	15		100	1,000	
16. Talks and Presentations	35	10-County Area →			
TOTAL	260				

Objective 3.0

Statement: To provide for the acquisition and support the utilization of system technology skills by educators.

Functions: (3.1) Provide systems analysis training program for ten Northern California Counties; and (3.2) provide required research analysis services in designated areas.

Procedures:

Descriptions of the projects developed in response to Objective 1.0 and the activities initiated in meeting Objective 2.0 include specific data concerning the Center's efforts to provide for the acquisition of system technology skills by area educators. Primarily through the funding of the ESEA Title V program for the training of administrators, the Center moved much farther along this line of endeavor than had been anticipated.

The acquisition of skills in planning by educators increases the number of requests for information and activities supportive to the utilization of these skills. To provide this support, the Center:

1. Increased significantly the utilization of outside resources to provide counseling and guidance in the strengthening of area educational programs.
2. Reorganized the Center resource files and established a system for filing and retrieval of the educational data collected to support educational change.

Information concerning these endeavors is presented on the following pages. Attention should be called, however, to the extensive role the Center plays in providing resource materials to the region. The following facts are enlightening:

1. Increased use of the research services of ERIC is being encouraged by the Center. All ERIC microfiche are filed in the Chico State College Library (across the street from the Center), and Center personnel use this resource frequently. In addition, arrangements were made during the year for six searches of literature by the regional office.
2. The filing of educational resource materials (referred to above) comprised at the end of the year

> 550 separate items, occupying 18 feet of wall shelving. Additionally, 52 feet of wall shelving and 14 drawers were being used for the storage of unclassified materials. Completion of the classification process would bring the collection to probably 5,000 items.

Center personnel were also engaged during the year in numerous activities designed specifically to upgrade and provide information resources supportive to planning skills. These activities, described or alluded to in previous pages, for purposes of clarity and completeness were grouped in the preceding section related to objective two, and data provided related to the nature of the activity, the participants, approximate cost in terms of time or expense per participant, the Center's role, and the nature of the resultant product.

Additionally, documented records indicate the number of districts to which the Center has provided direct service during the past year, and this information is presented below.

Finally, it should be noted that the Center -- located at the edge of the Chico State College campus and deeply involved in Northern California education -- is normally a busy place. In an effort to portray some understanding of this, a classification of people signing the visitor's ledger was developed for the final six months of the year, and this information is presented at the conclusion of this section.

RESOURCES UTILIZED BY
NORTHERN CALIFORNIA P.A.C.E. CENTER

RESOURCE	ACTIVITY AREA	RESULTANT PRODUCT
1. System Development Corporation Santa Monica, CA (H. F. Silberman, Jack Bratten)	Proposal Writing	Data Processing design for proposal
2. Shasta Junior College Redding, CA (Dr. Gilbert Collier, Dr. Loren Phillips)	In-service Education	Conference sites and extension classes related especially to Indian education and vocational education
3. Rehabilitation Services Administration, Office of Housing and Urban Development Washington, D.C. (Director)	Proposal Writing	Resource data for planning of Handicapped projects
4. Joint Council on Educational Telecommunications Washington, D.C. (F. W. Norwood, Exec. Sec.)	In-service Education	Presentation on mass media techniques to conference
5. Nevada Educational Communications Commission Carson City, NV (Hugh Smith, Exec. Dir.)	In-service Education--Dissemination	Conference presentation: role of state in mass media
6. Coachella Valley Television Palm Desert, CA (Keith Burcham)	In-service Education--Dissemination	Conference presentation: role of business in mass media
7. Educational Channel 6 Sacramento, CA (Chas. Vento, Mgr.)	In-service Education--Dissemination	Conference presentation: regional approach to mass media
8. Educational Channel 9 Redding, CA (Al Larner, Director; Wm. Reed, Mgr.)	In-service Education--Dissemination	Conference presentation: mass media in Northern California
9. Fresno County Television Program Fresno, CA (Kay Kendig, Consultant)	In-service Education--Dissemination	Conference presentation: a model for mass media development
10. Chico State College Chico, CA (Dr. Frank Gladen, Educ.; Wm. White, Mass Com.; Royd Weintraub, TV Svcs.; Dr. Ralph Mills, Adm.)	In-service Education	Conference demonstration of mass media instructional techniques

RESOURCE	ACTIVITY AREA	RESULTANT PRODUCT
11. Santa Clara County Schools San Jose, CA (Warren Wade, Consultant)	In-service Education--Dissemination	Conference panel discussion: role of mass media in education
12. Genesys Systems, Inc. Mountain View, CA (A. J. Morris, Pres.)	Dissemination	Mass media materials and equipment
13. Operating Engineers Local #3 Marysville, CA (Harold Huston, Mgr.)	In-service Education	Conference presentation: operation problems related to telecommunications
14. Firemen's Fund Insurance Co. San Francisco CA (Pat McGowan, A-V Media Mgr.)	Dissemination	Mass media educational materials
15. Marysville Unified School District Marysville, CA (Mrs. Mary Robertson, Dir.)	In-service Education--Dissemination	Conference presentation: techniques related to data retrieval procedures
16. Pacific Telephone Co. Sacramento, CA (Frank Cope, Mgr.)	In-service Education	Training of Center staff and educators in communications
17. San Diego County Schools San Diego, CA (Werner E. Stickel, Consultant)	In-service Education	Social Science materials and techniques
18. EPOCH Project Berkeley, CA (Mrs. Dorothy A. Bennett, Dir.)	Proposal Writing	Background data for project planning
19. American Institute of Research Palo Alto, CA (Dr. Wm. Shaner, Dir.)	Proposal Writing	Background data for project planning
20. Plumas County Welfare Dept. Quincy, CA (Mrs. Mona Green, Dir.)	Needs Assessment	Survey of extra school needs of children
21. Utah State University Logan, UT (Dr. D. O. Adler, Professor in History)	Proposal Writing--In-service Education	Social science materials
22. Wisconsin State Dept. of Educ. Madison, WI (Director of Social Sciences)	Proposal Writing--In-service Education	Social science materials

RESOURCE	ACTIVITY DATA	RESULTANT PRODUCT
23. Bureau of Reference Services State Dept. of Educ. Sacramento CA (Dr. John Church, Chief)	Proposal Writing	Data concerning state programs
24. Mt. Diablo Unified School District Concord CA (Leroy Thompson, Consultant)	Dissemination	Project visitation at Enterprise
25. Chico State College Chico CA (Dr. Lloyd Cook, Head, Math. Dept.)	Improvement of Math Instruction	NSF Math teacher training program
26. Committee of Assessment and Progress in Education Ann Arbor, MI (Director)	Evaluation of educational practices	Exchange of evaluation information
27. Visiting Educators Program Tanzania, Africa (Mohamed Musa, Ramadhani W. Mshui, Bakari Kambi, Andrew Masumba, Alfred Mdachi, Consultants)	Methods of instruction and administration	Workshop program and visitation schedule
28. Alameda County Schools Hayward CA (Len Lasnik, Dir.)	Oral communication	Workshops for regional teachers in oral communication
29. EDICT Supplementary Center Fresno CA (Dr. John Dow, Dir.)	Educational Computer Services	Exchange of information
30. Hughes Tool Co. San Jose, CA (Richard Turley, Reg. Mgr.)	Services to large regional area	Experimental flights
31. Bureau of Community Services State Department of Education Sacramento, CA (Leo R. Lopez, Chief; Xavier Del Bono, Consultant)	Education for the migrant	Project planning assistants
32. Puget Sound Area Schools Seattle WA (Roy Duncan, Dir.)	Aerospace Education	Exchange of information
33. Dade County Public Schools Miami FL (Mrs. Beverly Karrenbauer)	Individualizing Education	Exchange of information

RESOURCE	ACTIVITY AREA	RESULTANT PRODUCT
34. Research and Development Center University of Oregon Salem OR (Dr. Richard Smuck, Dir.)	Administrative practices in today's schools	Workshop for administrators
35. Visiting Educators Program Ministry of Education Somalia, East Africa (Musa Bashir, Mohammud A. Ali, Consultants)	Methods of instruction and administration	Workshop for visiting educations
36. Stanford University School of Education Palo Alto CA (Dr. John Nixon, Consultant)	New approach to Physical Education	Survey to determine relevant P.E.
37. Commission on School District Budgeting and Accounting State of California Sacramento CA (Jas. E. Waters, Exec. Sec.)	PPBS	Planning and workshops for PPBS
38. State Department of Education Olympia, WA (Rich Boyd, Consultant)	Title III Project	Development of statewide aerospace proposal
39. Military Department Olympia, WA (Gen. Howard McGee, Adj. Gen.)	Aerospace Project	Plans for Washington Aerospace Academy
40. South Jersey Educational Improvement Center Glassboro NJ (John Roser, Dir.)	Source information	Data related approach to regional planning
41. Western States Small Schools Project Salt Lake City UT (Rowan Stutz, Pres.)	Improving Rural Education	Information for Small High Schools Project
42. Chico State College Chico, CA (Dr. Frank Gladen, Helen Carkin, Dept. of Education)	Conservation Education	Conservation instructional program (K-3)
43. San Jose State College San Jose, CA (Neil Schmidt, Consultant)	Proposal Writing	Data on social science materials

RESOURCE	ACTIVITY AREA	RESULTANT PRODUCT
44. ESEA Vocational Guidance Program Gettsbury, PA (K. L. Tyson, Dir.)	Vocational Education	Project information
45. State University of New York Buffalo, NY (Dr. Robert Harnack, Consultant)	Computer Services to Education	Workshop in Exemplary Education
46. Task Force of Aviation-Aerospace Education State of California Sacramento, CA (L. E. Miller, Member)	Aerospace Education	Workshop for Aerospace Education
47. Bureau of Program Development and Evaluation, Special Education Department of Education Sacramento, CA (Arthur Phelan, Chief; Robert Clark, Douglas Clark, Consultants)	Handicapped Education	Title VI projects for the handicapped
48. Texas Technology Lubbock, TX (L. P. Eanes, Prof.)	Proposal Writing	Vocational education-design of model plan
49. City University of New York New York, NY (C. A. DeLeon, Dean)	Dissemination Request	Project information
50. San Diego Supplementary Education Center San Diego, CA (Wm. H. Fisher, Consultant)	Handicapped Education	Methods for identifying handicapped
51. Synectics Education System Cambridge, MA (Anthony Poze, Dev. Director)	Children's Communication skills	Materials for the Synectics Approach
52. Folsom Cordova Unified School District Rancho Cordova, CA (M. O'Briant, Principal)	Project Information	Visitation to project site
53. Del Dayo School Carmichael, CA (C. A. Welch, Principal)	Project Information	Visitation to project site
54. Institute for Education Development El Segundo, CA (Dr. R. T. Filep, Director)	Proposal Writing	Data related to in-service education procedures

RESOURCE	ACTIVITY AREA	RESULTANT PRODUCT
55. National Aeronautics and Space Administration Moffett Field, CA (Garth Hull)	Aerospace Education	Consultant to workshop
56. Learning Research and Development Center University of Pittsburgh Pittsburgh, PA (Dr. J. I. Lipson, Director)	Information Sources	Reading Materials and Techniques
57. Birch Lane Elementary School Davis, CA (Thos. Hill, Counselor)	Elementary Guidance	Information for guidance project
58. Chico State College Division of Industry and Technology Chico, CA (Dr. Wm. W. Brown, Chairman)	Elementary Ind. Arts Education	Consultant to NSF project
59. Ames Research Center Moffett Field, CA (Wm. S. Horvath, Consultant)	Aerospace Education	Aerospace Workshop and TV presentation
60. United States Congress House of Representatives Washington, D.C. (Hon. Harold T. Johnson)	Investigation of utilizing regional facilities for programs	Program guidelines and related materials
61. Aerospace Education Office Hamilton Air Force Base Hamilton, CA (L. D. Cody, Director)	Educational Information for Classroom Teachers	Workshop in Aerospace Education for Teachers
62. Educational Channel 9 Redding, CA (Wm. Reed, Mgr.)	Dissemination of innovative and exemplary practices	Video tapes of regional activities - Sesame Street Survey
63. Bureau of NDEA Administration Department of Education Sacramento, CA (F. D. Largent, Chief)	In-service Education--Dissemination	Communications materials for distribution
64. Portland State College Portland, OR (Dr. Dave L. Smith, Dept. of Geography)	Utilization of aircrafts for instructional purposes	Flying classroom project

RESOURCE	ACTIVITY AREA	RESULTANT PRODUCT
65. Napa Elementary Schools Napa, CA (Bernard S. Gobler, Teacher)	Seeking Solutions to Educate Handicapped	Vocational service station training program for handicapped
66. Bureau of Health Education, Physical Education, Recreation Department of Education Sacramento, CA (Mrs. Kay Ray, Librarian)	Proposal Writing--Dissemination	Basic data related to development of areawide physical education program
67. Innovative Centers Branch Washington, D.C. (Miss Laura Huber, Program Administrative Assistant)	Proposal Writing	Basic data on innovative programs
68. Ohio State University Columbus, OH (Dr. Desmond Cook)	Design and Management of Projects	Better project management design by Center
69. California Home Economics Ass'n. Northern California (Mrs. Lou Ann Sandoval, Pres.)	In-service Education	Workshop in instructional improvement
70. Manpower Administration U. S. Department of Labor Washington, D.C. (Dr. Thos. F. Royals, Director)	Information Sources	Planning for retraining and vocational programs
71. Division of Law Enforcement Sacramento, CA (R. H. Beattie, Chief)	Information Sources	Background data for proposal related to drug abuse
72. Chico Area Recreation District Chico, CA (Wm. Kent, Director)	Needs of the Senior Citizens	Programs for senior citizens
73. Lassen County Community Action Program Susanville, CA (Ed Merrill, Director)	Needs Assessment	In-service program for area teachers
74. Institute on Local Government Chico State College Chico, CA (Dr. Don Gerth, Director)	Participation of the individual in government	Workshop for interested persons

RESOURCE	ACTIVITY AREA	RESULTANT PRODUCT
75. Research for Better Schools Philadelphia, PA (G. Baker Thompson, Research Assoc.)	Information Scurces	Planning materials for model school program
76. Southeastern Education Laboratory Atlanta, GA (K. W. Tidwell, Director)	Proposal Writing	Data related to current reading instruction
77. California Music Educators Assn. State of California (Dr. Judd Chew, Chairman)	Determining New Solutions to Reading	Design of project solution to reading
78. California Art Educators Assn. State of California (Mrs. Audrey Welch, Chairman; Stanley Cohen, Past Chairman)	Seeking New Reading Solutions	Design of project solution to reading
79. California Humanities Assn. State of California (Dr. Jas. Stone, Chairman)	Designing New Approach to Reading	Identification of project objectives
80. California Theater Educators Assn. State of California (Miss Charlotte Motter, Chairman)	Utilization of the Arts to Reading Approach	Coordination of arts to reading project
81. California Arts Commission Sacramento, CA (Al Gallo, Exec. Sec.)	Identifying Role of the Arts as Related to Reading	Design of project solution to reading
82. Fine Arts and Humanities Study Committee State of California (Chas. Perlee, Chairman)	Cooperation in Designing New Approach to Reading	Design of project solution to reading
83. California Assn. of Student Councils District 12-B, California (Jas. Spence, Pres.)	Involvement of Students in Decision-Making	Student conference at Chico State College
84. Project on Evaluation of Elementary School Programs State of California (Dr. Edw. W. Beaubier, Director)	Accountability	Data on model evaluation procedures at the elementary level
85. Coordinating Council for Mentally Retarded and Related Disorders Northern California (Dr. Gerald E. Maguire, Pres.)	Identification of Handicapped Needs	Projects for the handicapped

RESOURCE	ACTIVITY AREA	RESULTANT PRODUCT
86. Creative Education Foundation State University of New York Buffalo, NY (Sydney J. Parnes, Director)	In-service Education--Dissemination	Basic materials for workshop in creative problem solving
87. Indiana State Department of Education Indianapolis, IN (Dr. A. T. Lindley, Dr. W. M. Barr, Consultants)	Needs Assessment	Area data related to school financial problems
88. Institute for Development of Educational Activities Los Angeles, CA (Donald A. Myers, Curr. Specialist)	Dissemination	Resource materials in individualized instruction
89. National Aerospace Education Council Washington, D.C. (Dr. Walter Zaharevitz, Exec. Dir.)	Dissemination	School materials in aerospace education
90. Peterson Tractor Company Redding, CA (Grant Thompson, Mgr.)	Dissemination of Aerospace Information	Use of facilities for Fly-In Conference
91. American Forest Products Industries Portland, OR (John Bennett, Chairman)	Relationships of Education and Industry	Development of industry in Portland
92. State Department of Education Augusta, ME (Keith L. Crochett, Consultant)	Proposal Writing	Background data for special education programs
93. Department of Education Juneau, AK (Miss Patricia Oakes, Supervisor)	Proposal Writing	Rural education techniques
94. Cessna Aircraft Company Wichita, KS (Alan L. Hoffmann, Air Age Education Specialist)	Dissemination of Aerospace Information	Materials for Fly-In Conference workshop
95. Ridgewood Public Schools Ridgewood NJ (Daristotle Anthony, Director of Project Acorn)	Proposal Writing	Data on individualized instruction
96. Booth Ferris Foundation New York, NY (Robert Murtagh, Trustee)	Information Sources	Search for program support

RESOURCE	ACTIVITY AREA	RESULTANT PRODUCT
97. Tele-trip Company, Inc. Washington, D.C. (Robert J. Schissell, Director)	Information Sources	Search for program support
98. Education Technology, Inc. San Francisco, CA (Robin Aurelius, Educ. Consultant)	Proposal Writing	Data related to data processing
99. Gesell Institute New Haven, CT (Dr. Frances Ilg, Director; Clyde Gillespie, Consultant)	School Readiness of Preschoolers	Workshops for teachers in preschool-primary education
100. Office of Housing and Community Development State of California Sacramento, CA (Carl J. Heineken, Area Rep.)	Needs Assessment	Data related to study of extra-school problems of children
101. ERIC Regional Office of Education San Francisco, CA (Dr. Walter Hirsch, Director; Mrs. Kathy Aldefer, Consultant)	Proposal Writing--Dissemination	Literature searches
102. Far West Laboratory Berkeley, CA (Warren Kallenbach, Project Dir.)	Teacher Training Program	Utilization of FWL materials in classrooms
103. Center for Study of Evaluation University of California Los Angeles, CA (Dr. Steve Klein)	Accountability	Design procedures for evaluation strategies
104. Research and Guidance Laboratory for Superior Students University of Wisconsin Madison, WI (Dr. J. W. M. Rotney, Director)	Dissemination	Suggested instructional techniques

LIBRARY SUBJECT HEADINGS
P.A.C.E. CENTER
April 15, 1970

Accreditation
Administration
Adult Education
Aerospace
Aides (see Teacher Aides)
Alienated Youth
Behavior (see Facilities)
Buildings
Bussing (see Disadvantaged)
Calculators
Calif. School Boards Assn.
Career Development
Child Development and
  Readiness (Preschool)
Children
College Preparation
Communication
Communism (see Social Sci.)
Compensatory
Computers
Conservation
Continuation Education
Course Outlines
Creative Teaching
Crime and Delinquency
Cultural Activities
Curriculum
Diagnostic and Remedial
Disadvantaged
Discipline
Disordered Behavior
Dropouts
Early Childhood Education
  (see Child Development,
  etc.)
Economy
Education
Ethics
Evaluation
Exemplary Programs
Faculty Recruitment
Family Life (see Parents)
Far West Lab. for Education, Research & Dev.
Financing
Flexible Scheduling (see
  Creative Teaching)
Geriatrics
Gesell Institute of
  Child Development
Guidance and Counseling
Handicapped, Physically
Health
High School Education
Home (see Parents)
Human Resources
Humanities
Higher Education
Indians
Individualized Instruc.
Industrial Arts
Industry
Innovation (see Creative Teach.)
In-Service Training
Instructional Improvement
Junior High Education
Kindergarten (see Child
  Development & Readiness)
Language
Language Arts
Learning Disorders
Manpower
Mathematics
McLuhan Dew-Line
Mentally Gifted
Mentally Retarded
Migrants
Minorities (see Disadvantaged)
Mobile Education Units
Model School
Music
Need Assessment
Negroes
Occupational Training
  and Rehabilitation
Oceanography
Oral Communication
Organizational
  Procedures
PACE Centers (Study of)
Parents
Performing Arts
Planning
Population
Poverty
Preschool (see Child
  Development)
Professional Skills
Program Planning,
  Regional Occ. Center
Project Development
Project Proposal
Pupil Personnel
Racial Equality
Reading
Religion (see Social Science)
Rural Education
School District
School Facilities
Science
Social Science
Social Problems
Special Education
Speech
Statistics
Student Teaching
Summer Institutes
Supplementary Educational
  Centers
Supplementary Services
System Analysis
System Approach
System Technology
Teacher Aides
Team Teaching
Television, Educational
Training Professionals
Tutorial
Underachievers
Urban Education
Vision
Vocational Guidance

SUMMARY

DISTRICT-P.A.C.E. CENTER INTERACTION

1969 - 70

COUNTY	TOTAL DISTRICTS	TOTAL CONTACTED	TOTAL ADA ALL DISTRICTS	TOTAL ADA, DISTRICTS CONTACTED
BUTTE	16	13	22,256	22,031
GLENN	10	9	5,169	5,109
LASSEN	12	5	4,102	3,401
MODOC	2	2	2,228	2,228
PLUMAS	1	1	2,950	2,950
SHASTA	29	16	20,486	17,287
SISKIYOU	33	16	8,106	7,095
SUTTER	12	6	11,215	9,848
TEHAMA	18	9	7,518	5,673
TRINITY	13	10	1,875	1,743
	146	87	85,905	77,365

Data for this compilation taken from Enrollment by District, Elementary and High School, Fall, 1969, K-12, Administrative Research and District Organization, Sacramento.

DISTRICTS-P.A.C.E. CENTER INTERACTION
1969 - 70

COUNTY - DISTRICT	AREA OF SERVICE				STUDENT ENROLLMENT
	PROGRAM DEV. IMP.	PLANNING ASSISTANCE	NEEDS ASSESSMENT	DISSEMINATION	
BUTTE					
Biggs Unified	x	x	x	x	667
Chico Unified	x	x	x	x	9,247
Durham Unified	x	x	x	x	818
Feather Falls Elem.				x	64
Gridley Elem.	x	x	x	x	1,414
Gridley High				x	700
Manzanita Elem.	x	x		x	202
Oroville Elem.	x	x	x	x	2,801
Oroville High		x	x	x	2,364
Palermo Elem.	x	x		x	924
Paradise Unified	x	x		x	2,425
Pioneer Elem.	x			x	57
Thermalito Elem.	x			x	1,120
					22,803
GLENN					
Capay Elem.				x	176
Hamilton Elem.	x	x	x	x	353
Hamilton High	x	x	x	x	130
Orland Elem.	x	x	x	x	1,179
Orland High	x	x	x	x	656
Princeton Unified	x	x	x	x	341
Stoney Creek Unified	x	x	x	x	237
Willows Unified		x	x	x	1,903
Lake Elem.				x	48
					5,023
LASSEN					
Big Valley Unified	x	x	x	x	360
Herlong Elem.	x			x	340
Lassen High	x	x	x	x	1,014
Susanville Elem.	x	x	x	x	1,250
Westwood Unified	x	x	x	x	493
					3,457
MODOC					
Modoc-Tulelake Unified	x	x	x	x	1,881
Surprise Valley Uni.	x	x	x	x	294
					2,175

COUNTY - DISTRICT	AREA OF SERVICE				STUDENT ENROLLMENT
	PROGRAM DEV. IMP.	PLANNING ASSISTANCE	NEEDS ASSESSMENT	DISSEMINATION	
PLUMAS					
Plumas Unified	X	X	X	X	3,019
					3,019
SHASTA					
Anderson High	x	x	x	x	1,356
Cascade Elem.	x			x	1,954
Castle Rock Elem.	x			x	80
Columbia Elem.				x	292
Enterprise Elem.	x	x	x	x	2,500
Fall River Unified	x	x	x	x	1,474
French Gulch - Whiskeytown Elem.				x	46
Grant Elem.				x	76
Igo, Ono, Platia E.				x	91
Junction Elem.	x			x	487
Millville Elem.				x	116
North Cow Creek Elem.				x	81
Redding Elem.	x	x	x	x	3,361
Shasta Lake Elem.	x	x	x	x	1,194
Shasta Union High	x	x	x	x	4,255
Whitmore Elem.				x	57
					17,420
SISKIYOU					
Dunsmuir Elem.	x			x	450
Dunsmuir High	x	x	x	x	280
Etna Elem.				x	258
Etna High	x	x	x	x	271
Forks Elem.				x	14
Fort Jones Elem.	x			x	160
Happy Camp Elem.	x			x	400
Junction Elem.				x	30
McCloud Elem.				x	370
Montague Elem.				x	282
Mount Shasta Elem.	x	x	x	x	700
Sawyers Bar Elem.				x	10
Siskiyou High	x	x	x	x	1,202
Weed Elem.				x	606
Yreka Elem.				x	1,318
Yreka High	x	x		x	931
					7,282
SUTTER					
East Nicolaus High	x	x	x	x	205
Live Oak Unified	x	x	x	x	1,270
Meridian Unified		x		x	129
Nuestro Unified	x			x	86
Sutter High	x	x	x	x	370
Yuba City Unified		x		x	7,721
					9,781

COUNTY - DISTRICT	AREA OF SERVICE				STUDENT ENROLLMENT
	PROGRAM DEV. IMP.	PLANNING ASSISTANCE	NEEDS ASSESSMENT	DISSEMINATION	
TEHAMA					
Bend Elem.				x	73
Corning Elem.	x	x	x	x	1,060
Corning High		x	x	x	601
Elkins Elem.				x	52
Los Molinos Unified	x	x	x	x	514
Manton Elem.	x			x	42
Red Bluff Elem.	x	x	x	x	1,815
Red Bluff High	x	x	x	x	1,500
Reeds Creek Elem.	x			x	76
					5,733
TRINITY					
Burnt Ranch Elem.				x	50
Coffee Creek Elem.		x		x	36
Cox Bar Elem.				x	44
Hayfork Elem.	x	x	x	x	431
Hoaglin-Zenia Elem.				x	19
Junction City Elem.				x	22
Lewiston Elem.				x	47
Mad River Elem.				x	103
Trinity County High	x	x	x	x	479
Weaverville Elem.	x	x	x	x	456
					1,687
TOTALS	54	48	41	87	78,332

NORTHERN CALIFORNIA P.A.C.E. CENTER
RECORD OF VISITORS, JANUARY - JULY, 1970

VISITOR CLASSIFICATION	NO. OF VISITORS	PROJECT PLANNING TITLE III AND OTHER		PROJECT IMPLEMENTATION TITLE III AND OTHER		INFORMATION AND ASSISTANCE	CONSULTANT TO P.A.C.E.
College Administrator College Professors	18	3				14	1
County Superintendents	12	3		2		7	
County Consultant	35	6	12	2		15	
District Superintendent	20	8		3		9	
District Administrator	16		2	2	3	9	
Project Director	33	1	2	29		1	
Teachers	45	13	10	2		20	
Foreign Visitors	21					21	
College Student	17					17	
High School Student	10					10	
Community Representative	7		1			6	
State Dept. of Education	11		4			4	3
Other	36	1		1		34	
TOTALS:	281	35	31	41	3	167	4

Objective 4.0

Statement: To provide expertise in evaluation, continuation planning and implementation of operational projects.

Functions: (4.1) Monitor operational projects; (4.2) collect evaluation data; (4.3) analyze evaluation data; (4.4) support preparation of resubmission proposals; and (4.5) assist applicant agent in budget negotiations.

Procedures:

Because of the limited advisory and supportive resources that prevail in many sections of the service area and growing out of the long history of cooperation that has existed between the districts and county offices, the Northern California P.A.C.E. Center since its inception has been deeply involved in providing supportive services to those projects which have been designed and funded to meet specific needs.

In the following pages specific project descriptions are provided for six projects that were in their first or second years of operation during the past year and were to continue through 1970-71. These projects included those funded in Chico Unified, Shasta Union High, Lassen County Schools, Tehama County Schools, Shasta County Schools, and Butte County Schools.

Information is also provided on five additional projects which were terminated at the end of the 1969-70 year. In reporting on these endeavors, information has been provided related to the benefits resulting and comments reported that indicate the degree to which demonstrated techniques are being institutionalized or diffused.

One additional Center activity should be noted. As a part of its responsibility to its clients, the Center provides extensive support to applicant agents through the negotiation phase of the project submittal process. In meeting this obligation, Center personnel participated in each budget negotiation conducted during the past year, and state office negotiators can verify the degree to which Center participation contributed to the soundness of decisions reached.

BASIC PROJECT DESCRIPTION

Project Title : Small High Schools
Applicant Agency: Tehama County Schools Office
Funding Agency : ESEA Title III

Objectives	Target Groups Needs	Evaluation	Funding Data	Center Involvement
0.0 Increase the holding power of the schools by decreasing the dropout rate 1% in 15 Demonstration Site Schools. 1.0 To cause 50% of the students to make choices based upon facts. 2.0 Provide VIEW Program in all 32 project schools. 3.0 Cause all project schools to offer a study unit on Careers using VIEW. 4.0 To obtain acceptable funding sources on a permanent basis.	Target Group: 6,796 youth in grades 7-12 in ten counties Needs: Increased opportunities for students to benefit from more comprehensive educational programs. Increased training of students in vocational-technical skills. Improved counseling programs for all students. Training of personnel in improved instructional procedures. Special programs to meet the educational needs of students with special learning difficulties.	Data will be collected through surveys of schools and students to indicate the degree of change occurring in each school.	Length: 3 years Budget requests: Total: $150,204 1st : 50,068 2nd : 50,068 3rd : 50,068 Cost per participant: 1st : $ 7.37 2nd : 7.37 3rd : 7.37	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan X Implementing Project X Evaluating Project X Revising Project X Securing Continuation Support

BASIC PROJECT DESCRIPTION

Project Title : Service Center for Handicapped
Applicant Agency: Shasta County Schools Office
Funding Agency : ESEA Title III

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 To establish in Redding in 1970-71 a diagnostic and prescription center for school age handicapped children located in ten Northern California counties which will diagnose and prescribe treatment for all referral cases, store and retrieve relevant data, and provide support for classroom teachers in the development of skills required to teach handicapped children resulting in near grade level achievement of academic performance. Provide during 1970-71 an orientation, guidance, and evaluation program for parents of known handicapped children in Shasta County to enable them to carry out prescribed courses of treatment for their individual child which will bring each child to a posture of school entry skills level.	Target Group: 100 handicapped children, 50 children in Shasta, 25 in Trinity and 25 in Tehama Counties Needs: Development of a plan for early identification of the preschool handicapped coordinated with continuing parent education. Establishment of a regional diagnostic counseling and service center for the regional service area of this project. Improvement of preschool/primary educational programs. Establishment of an information and referral service for the mentally and physically handicapped in cooperation with the Easter Seal Society.	Evaluation data will include: Progress reports as observed by county team specialists and the teachers of the handicapped; subjective opinions of parents; professional evaluations from specialists; observation of growth in adjustment and acceptance of child's handicaps by parents; and data from standardized tests.	Length: 3 years Budget requests: Total: $129,150 1st : 45,759 2nd : 38,391 3rd : 45,000 Cost per participant: 1st : $457.59 2nd : 383.91 3rd : 150.00	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan ___ Implementing Project X Evaluating Project X Revising Project X Securing Continuation Support

BASIC PROJECT DESCRIPTION

Project Title : Northern California Elementary Schools Project
Applicant Agency: Butte County Schools Office
Funding Agency : ESEA Title III

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 To replicate currently existing Self-Directed Dramatization programs of 50 selected primary teachers to an operational skills level in at least one lower or one higher grade level teacher. To provide by means of replication a two-year continuity of S.D.D. for identified children in selected schools. To establish the degree to which the original project objective 1 ("To provide preschool programs for children that will result in a 25 percent reduction in the number rated negatively by teachers in the stipulated areas of learning readiness at the time they enter school") has been achieved by project preschool programs.	Target Group: Approximately 3,000 children, grades K-4, in 40 schools in ten counties Needs: Curriculum development and improvement to alleviate learning difficulties of children at the earliest possible age. Improved availability of supportive educational services and materials to all school districts. Strengthened in-service educational programs for area administrators, teachers, and consultants, linked directly with classroom learning activities.	Use of standardized reading scores to measure the 10 and 20 percent above average grade level	Length: 3 years Budget requests: Total: $170,493 1st : 76,847 2nd : 62,500 3rd : 31,146 Cost per participant: 1st : $ 25.62 2nd : 20.83 3rd : 10.38	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan X Implementing Project X Evaluating Project X Revising Project X Securing Continuation Support

BASIC PROJECT DESCRIPTION

Project Title   : Chico Learning Center
Applicant Agency: Chico Unified School District
Funding Agency   : ESEA Title III

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
1.0 During each six months of participation of this program, the student's increments of growth in language skills (as measured by standardized and informal pre- and post-treatment tests) will be attained at a rate of progress in excess of his previous average yearly progress. This rate of incremental growth will be maintained for at least one year following the student's separation from treatment in the program. The language skills to be attained will include those which are appropriate for the individual student. The total range of language skills includes ability to recognize and react to signs and symbols necessary for adjustment in today's society, spell, comprehend what is read, organize and summarize, remember and use what is read, adapt one's rate of reading to different situations, locate information, gather and evaluate information, and communicate in written form.	Target Group: 43 handicapped children Needs: To meet special learning needs of special groups, i.e. handicapped. To improve attitudes of target group towards self, school, reading, family, and peers.	Evaluation will use standardized tests and professional observation along with attitudinal rating scales.	Length: 3 years Budget requests: Total: $76,099 1st : 32,657 2nd : 19,942 3rd : 25,500 Cost per participant: 1st : $759.47 2nd : 265.89 3rd : 102.00	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan X Implementing Project X Evaluating Project X Revising Project X Securing Continuation Support

Continuation of Objectives:

2.0 One year after separation from the program (involving six months to two years participation) the student will score at least one stanine higher (on a nine-interval scale) on the Shurtleff Attitude and Behavioral Scales than he did upon beginning the program. The dimensions of behavior and attitudinal change will include attitudes towards self, school, reading, family and peers.

1. Attitude towards self
2. Attitude towards school
3. Attitude towards reading
4. Attitude towards family
5. Attitude towards peers

BASIC PROJECT DESCRIPTION

Project Title : High Start
Applicant Agency: Shasta Union High School District
Funding Agency : ESEA Title III

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Provide a stimulating and personally rewarding group summer experience for pre-ninth grade underachievers in order to enhance the probability of a successful entry into high school, leading to achievement during their high school years commensurate with their abilities. 1.0 Identify those pre-ninth grade low-achievement students who lack interest, motivation, and attitudes necessary for success in high school. 2.0 Provide a summer residential experience in a new environment which will be appealing to and rewarding for pre-ninth grade students. 3.0 Provide opportunities for student involvement in activities to reawaken interests in and awareness of a new expanded environment.	Target Group: 110 ninth graders from four high school districts in Tehama and Shasta Counties. Needs: Curriculum development and improvement to alleviate learning difficulties of children at points of educational progress that appear most critical, meet the special learning needs of underachievers and alienated, and provide youth with appropriate occupational information and effective orientation to job entry skills	Evaluation will relate to successful identification of students, appropriate program, student involvement in activities, changes in attitudes, motivational improvement, and success in activities, interests sparked and evidence of individual feelings of rewards.	Length: 3 years Budget requests: Total: $125,655 1st : 48,246 2nd : 58,381 3rd : 19,028 Cost per participant: 1st 301.54 2nd : 530.74 3rd : 70.47	X Needs Assessment X Stating Mission Objective X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan X Implementing Project X Evaluating Project X Revising Project X Securing Continuation Support

Project Title: High Start

Continuation of Objectives:

4.0 Create changes in student attitudes toward school and self.

5.0 Improve motivation to raise achievement level and to become involved in a variety of activities.

6.0 Provide opportunities for successful, rewarding, and interesting experiences.

BASIC PROJECT DESCRIPTION

Project Title : Improved Instruction for Handicapped Children
Applicant Agency: Lassen County Schools Office
Funding Agency : ESEA Title III

Objectives	Target Group Needs	Evaluation	Funding Data	Center Involvement
0.0 Demonstrate with Lassen County handicapped children measurable and significant improvements in basic areas of academic achievement and personal adjustment resulting from structured learning experiences supported by instructional materials available through a county resource center. 1.0 Analyze the learning progress and establish the potential in basic academic areas for each identified handicapped child. 2.0 Assess each child's personal development potential and set individual objectives. 3.0 Determine special learning experiences necessary to insure optimum growth and development of each child.	Target Group: 367 children in Lassen County grades K-12 Needs: Improved curricular instruction in communication skills Programs for children with special learning problems- - educationally Improved and more available library materials and facilities Preservice and inservice programs to provide better qualified teachers More extensive health and psychological diagnostic services	Evaluation will involve: continuous individual testing; continuous determination of each individual's achievement level and development of profiles showing learning potentialities, present achievements, and suggested types of learning experiences; continuous appraisal by teachers of pupil participation and utilization of new instructional materials; comparative studies of student educational growth; and intensive studies of project teachers to indicate modifications in educational programs.	Length: 3 years Budget requests: Total: $149,337 1st : 52,622 2nd : 47,354 3rd : 49,631 Cost per participant: 1st : $143.38 2nd : 129.03 3rd : 134.50	___ Needs Assessment X Stating Mission Objectives X Setting Performance Requirements X Listing Constraints X Making Functional Analysis X Making Task Analysis X Making Methods/Media Analysis X Identifying Alternate Strategies X Selecting Solution Strategy X Designing Management Plan ___ Implementing Project ___ Evaluating Project ___ Revising Project ___ Securing Continuation Support

Project Title: Improved Instruction for Handicapped Children

Continuation of Objectives:

4.0 Determine special equipment and materials required to provide structured learning experiences, design demonstration strategy involving a central and satellite instructional materials center, and implement pilot program in two selected districts.

5.0 Assess the professional competencies of teachers and provide in-service training to reduce identified inadequacies to a statistical significance of zero.

BASIC PROJECT DESCRIPTION

Terminating Project: Modoc Preschool-Primary Project
Years Funded : 1967-1970
Applicant Agent : Modoc County Superintendent of Schools
Total Expenditures : $86,533

Benefits Resulting from Project	Summary Comments
The community of parents and educators of this rural, isolated county are now more aware of the role of readiness as an indicator of success in school.	A significant contribution was made to a rural community and its young children in terms of preschool and primary preparation.
A readiness testing program was implemented that included not only preschool and primary children but parents and teachers as well. Extensive in-service training was accomplished with teachers (a significant number are now qualified to administer and analyze readiness tests) and workshops were held for parents.	A model program was developed that has built-in transportability features.
School structure was altered to consider those children not deemed ready for a particular level of learning.	The major innovation demonstrated in the project -- the utilization of sophisticated procedures, including the use of the Gesell Development Exam, to determine the needs and abilities of preschool children -- has been made a part of school policy for both districts in Modoc County.
Extensive communication went on throughout the county that utilized many forms of media.	

BASIC PROJECT DESCRIPTION

Terminating Project: Circuit Rider of Lassen County
Years Funded : 1967-1970
Applicant Agent : Lassen County Superintendent of Schools
Total Expenditures : $81,688

Benefits Resulting from Project	Summary Comments
An increased emphasis on reading has been placed upon the children of the elementary schools and a more proper utilization of test results assisted in educational decision-making. There was a county-wide dissemination system initiated to communicate relevant student work to cooperating schools and teachers.	The mobile lab component of the original project did not function according to plan. There were several constraints including weather conditions and the inability to hire qualified personnel to man the mobile unit. Two basic instructional aspects of the project proved effective and are continuing. The emphasis on in-service training for all elementary teachers in reading has proven exceedingly worthwhile. Also, the reproduction and dissemination of written products of the children continues to be a sound motivational path to improved communication skills.

BASIC PROJECT DESCRIPTION

Terminating Project: Vocational Guidance to Handicapped Children
Years Funded : 1969-1970
Applicant Apent : Siskiyou County Superintendent of Schools
Total Expenditures : $17,000

Benefits Resulting from Project	Summary Comments
Intensive work was done with the cooperating elementary schools in terms of assisting with guidance skills and identifying handicapped children. Case study cards were developed for each identified student to be used to supplement cummulative folders already in existance. Prescriptive measures were recommended and discussed with teachers and administrators.	The project did not begin until October of the funding year due to the fact that a director could not be located. The time line was subsequently altered and objectives had to be rearranged and in some cases eliminated. New priorities were established.

BASIC PROJECT DESCRIPTION

Terminating Project: Identification of Preschool Handicapped Children
Years Funded : 1969-1970
Applicant Agent : Butte County Superintendent of Schools
Total Expenditures : $35,361

Benefits Resulting from Project	Summary Comments
Sixty-six preschool age handicapped children were identified that were previously unknown in the ten Northern California counties.	The information and the procedures were developed in computer format and are tied in with similar projects in San Diego and Sacramento.
An identification matrix was developed for preschool handicapped children by classification and category. This resulted in the development of a recommended testing battery for handicapped children.	The classification systems developed are totally transportable.
Each identified handicapped child's family was provided with a matrix showing resources and potential services for their child.	
In summary, a set of procedures were established that standardized the identification of preschool handicapped children in ten counties.	

BASIC PROJECT DESCRIPTION

Terminating Project: Exemplary Education in Enterprise
Years Funded : 1967-1970
Applicant Agent : Enterprise Elementary School District
Total Expenditures : $166,170.02

Benefits Resulting from Project

The Project was designed to define and effect minimum competencies in 5 subject areas K-8: reading, mathematics, science, social science, and language arts. Teachers were trained in system analysis techniques to perform this operation. As objectives and their paired measures became available, they were tested on the children of the District. These measures were then corrected until the probability was within 10% that the measure was effective. The first year K-3 was written. The second year, grades 4-8 were written. The third year the total system became available for use.

Three measures were applied to determine the reality of the system: the children, the parents, and the teachers. The children on the systems performed slightly better than those not on the system. The parents were 6:1 in favor of the system. The teachers (40.57%) felt this was a superior way to teach. Of those responding, the remaining (59.43%) ranged from rejection to no opinion.

The five systems have been developed. Transportability to other districts wishing to begin where the Enterprise Project stops, may obtain copies of all pre-tests, post-tests, and the objectives on microfiche from the San Mateo County Schools Office, San Mateo County, Redwood City, California. Each school who wishes to

Summary Comments

The next phase for the Enterprise District is funded for the next three year period: computer-managed instruction. With completion of the steps in the progression systems two problems were encountered which can best be solved, or at least alleviated, by this new project: paper and record keeping. These two problems were enough to make the devoted retreat. During the time of the 2,500 step era, with about 1,250 children testing the system, the teachers and the aides had a most difficult time (to say the least) trying to keep up with the data. Moreover, on a math confirmation test, for example, given 20 problems with a competency of 18 required, the learner worked all 20 before he knew whether he was successful. A system whereby he would be stopped when he missed more than 2 is appropriate as a T_1 saving.

The following recommendations are made in view of that potential:

1. A self-concept test as well as achievement tests which measure what is being done be located, constructed, or alternative monitoring devices be obtained. One cannot measure lunch in miles per gallon of travel.
2. Teachers be encouraged to continue to individualize in reality with appropriate ways supplied by the District to release professional time in return for productivity of learning in the classroom.

Terminating Project: Exemplary Education in Education - - Continued

Benefits Resulting from Project	Summary Comments
adopt the system is, of course, going to need to train teachers in the subtractive process of the critical path, to measure objective accomplishment, and to get community agreement that this is a desirable approach to competency for children. In addition to the development of the continua, the teachers at Enterprise have assisted other professionals in two ways: a week-long co-teaching function provided by funds from the Project as well as visitation to the site. Learning how to share quickly the professional skills was begun through visitation of Enterprise teachers to model sites in the United States. The Enterprise District is now ready to provide teacher-to-teacher assistance through competent, experienced teachers who can "tell it like it is," with evidence, from having done it.	3. At the present time a teacher may use upper division courses, graduate courses, or lower division courses with prior approval to gain salary increments. It would be appropriate to consider asking teachers to develop long-term projections of course sequences to provide cognitive structure for some systems. For example, in science, with so much more known, teachers need some of the beginning sequences in physics, geology, astronomy, and space science. In social sciences, teachers need total continua of economics. 4. As teacher expertise develops in the diagnostic function of education, some differentiation should be made between lead teachers and those who prefer less arduous tasks. 5. The newly formed Curriculum and Instruction Committee of the Enterprise Elementary Teachers Association develop quickly their way of work so that guidance in media and material selection can begin. Maximum product-producing use of tax dollars can be a mutual decision. 6. The several administrators of the District have assigned leadership-liaison roles in curriculum. Following their sensitivity training, it might be well for each to develop her or his expertise through study, visitation, and implementing the leadership role. Particularly important is the establishment of a trust in the decision-making process with teachers. This is, and remains, a function of the Superintendent.

EVALUATION

In attempting to assess the results of the activities of the 1969-70 year, Center personnel believe that consideration must be given to two basic factors:

1. California PACE Centers were not funded in the state as typical Title III projects but were created to carry out unique educational functions.

2. The implementation of the major functions assigned to Centers required skills in areas of endeavor where the level of expertise among educators has been relatively low (need assessment, priority ranking, objective formulation, program design, evaluation, accountability planning).

In addition, the Northern California P.A.C.E. Center was funded to serve a region -- 146 school districts in ten counties widely dispersed over 31,000 square miles of terrain. Attention should accordingly be focused on the effectiveness of Center personnel in seeing that needs throughout this great area received Center services.

This evaluation of Center activities, therefore, utilizes the following approaches to the assessment of Center effectiveness:

1. Review of the preceding description of activities to establish the degree to which the Center was successful in meeting the performance requirements established for each of the four project objectives.

2. Indications of Center effectiveness through data compiled by outside evaluators, including:

    a. A survey of client reactions to Center services by an employed consultant.

    b. A comparison of Center activities with those reported by other funded supplementary education centers in the state, as prepared by State Department of Education personnel.

3. Evidence related to the capability of Center personnel to meet needs of districts throughout the service area, with attention given to:

    a. The geographic areas receiving direct instructional benefits for students from projects developed, funded and implemented with substantial Center assistance.

b. The specific school districts receiving assistance from the Center related to program development or implementation, planning, needs assessment, or dissemination (all districts receive the periodic bulletin and similar releases of the Center; however, the latter item in this case includes only those instances in which materials and information were provided to meet individual district needs).

c. The types of assistance requested by people who came to the Center during the latter half of the year.

d. Indications of benefits resulting from ESEA Title III projects where funding has terminated and where the demonstrated techniques, if original planning was sound, should have produced identifiable changes.

I. Center Effectiveness in Meeting Performance Requirements of Objectives

Objective 1.0

To provide diffusion of new techniques and methodologies for meeting identified critical needs of students.

Performance Requirements

1. Center activities will result in the funding and implementation of a minimum of ten (10) programs specifically planned and designed to diffuse new techniques and methodologies.

Evaluation: The preceding section on activities describes thirty-one (31) projects that were submitted during the past year with extensive Center support -- 17 represent ESEA Title III proposals and 14 were proposals seeking funds from other sources.

Five ESEA Title III projects were approved in the school districts of Orland Elementary, Durham Unified (serving also Biggs Unified, Los Molinos Unified, Hayfork Elementary, and Mt. Shasta Elementary), Enterprise Elementary, Shasta Lake Elementary, and Siskiyou County. A chart on the following page indicates the scope of these projects -- 12 districts, 21 administrators, 71 teachers, and 5,710 students -- and also cites the sophisticated approaches that will be demonstrated.

Six projects were approved with funding from other sources. These included Butte County (Model In-Service Training Program for Northern California School Administrators, ESEA Title V), Paradise Recreation and Park District (Model Community Plan for Total

NORTHERN CALIFORNIA P.A.C.E. CENTER
NEW PROJECTS INITIATED

Project Title	Service Area	Involvement			Innovation Initiated
		Adm.	Teachers	Students	
Developing Reading Reading Comprehension in Content Area (ESEA, Title III)	Orland Joint Union Elementary District	4	12	360	Teachers will develop tapes of text materials children are required to read in the comprehensive content area, these tapes are to be utilized by the children while they read. The purpose being to reinforce the child's comprehension as he reads required material and to build his confidence and skills in reading. Children may take the recordings and parents will have an opportunity to work with their children.
Systematic Approach to Reading Improvement (ESEA, Title III)	Durham Unified School District Durham (Butte) Biggs (Butte) Los Molinos (Tehama) Mt. Shasta (Siskiyou) Hayfork (Trinity)	9	25	2,617	To develop and/or adopt, revise a functional learning path for reading in grades K-8 and validate the most appropriate method/media for various student target populations for each learning step.
Enterprise Technologically Managed Individualized Instructional Program (ESEA, Title III)	Enterprise Elementary District	6	5	2,490	To manage student generated data from an individualized approach using the functional learning path approach currently designed and being utilized in Enterprise with a computer management system that will increase the performance of children in K-8 grades.

Project Title	Service Area	Involvement			Innovation Initiated
		Adm.	Teachers	Students	
Learner-Centered, Teacher Designed Elementary Mathematics Program (ESEA, Title III)	Siskiyou County Schools		21	100	Teachers will develop management structure and will develop an instruction mathematics program that will significantly raise the performance levels of 100 children who are not performing at grade level as measured by standardized tests and teacher kept records on each child.
Individualized Reading Center (ESEA, Title III)	Shasta Lake Elementary School District	2	8	243	Develop an individualized reading program for children in grades K-3 that will involve parents and will feature teacher predicted achievement levels for children with prescriptions for bringing children to predicted levels.

Youth Involvement, California Council on Criminal Justice), Modoc-Tulelake Joint Unified School District (Improving Rural Vocational Education, Cooperative Improvement Program), Red Bluff Union High School District (Model Interdisciplinary Vocational Business Instructional Program, State of California Cooperative Improvement Program), Weaverville Elementary School District (Cooperative Project to Improve the Reading and Writing Communication Skills, State of California Cooperative Improvement Program), and Tehama County Schools (Modification of Negative Cognitive Factors through a Linguistic Approach, ESEA Title VI-A).

This performance requirement was exceeded.

2. In attempting to diffuse new techniques and methodologies, the Center will utilize as resource talent a minimum of seventy-five (75) outside agencies, institutions and individuals.

Evaluation: The description of activities documents the utilization of 105 outside resources by the Center. The functional area to which each contributed is indicated, and the nature of the resultant product is cited.

This performance requirement was exceeded.

Objective 2.0

To stimulate required planned changes in the educational community.

Performance Requirements

1. The Center will diffuse relevant information to its service area that will result in a minimum of 20 educational agencies adopting and/or adapting new methods/media for instructing students (grades K-12).

Evaluation: Project development and program planning resulted in the following adoptions of planned changes by districts: (1) utilization of the functional learning path in elementary reading by 5 districts (Durham Unified, Biggs Unified, Los Molinos Unified, Hayfork Elementary, and Mt. Shasta Elementary); (2) setting of potential reading goals for all students, design of an innovative monitoring approach, and development of a curriculum resource area to support an ungraded primary (Shasta Lake); (3) using recorded content materials to improve reading comprehension (Orland); (4) design of economical and efficient data processing procedures to facilitate individualized instruction (Enterprise); (5) total teacher involvement in development of innovative program for elementary mathematics

(Dunsmuir, Yreka, Mt. Shasta, McCloud); (6) training of school staffs to utilize system technology in improving classroom instruction (Fall River Unified, Lassen High, Chico Unified, Butte County Office Staff); (7) development of skill in writing behavior objectives and using functional learning paths (County Staff and all 13 districts in Glenn County); (8) self-directed dramatization approach to improving reading and related communication skills in 34 districts (Thermalito, Oroville, Gridley, Palermo, Berry Creek, Biggs, Orland, Princeton, Stony Creek, Susanville, Westwood, Herlong, Modoc-Tulelake, Surprise Valley, Plumas, Cascade, Central Valley, Enterprise, Shasta Lake, Redding, Castle Rock, Dunsmuir, Yreka, Fort Jones, Happy Camp, Mt. Shasta, Live Oak, Yuba City, Nuestro, Los Molinos, Red Bluff, Corning, Manton, and Hayfork).

The above activities describe changes related to 49 separate school districts and 2 county offices.

This performance requirement was exceeded.

2. For each operational project for which outside funding is being terminated, documented evidence will support the conclusion that the instructional approach demonstrated was sound through (a) its phasing into the regular program of the LEA and/or (b) its acceptance by other districts.

Evaluation: Funding for five projects ended during the year. The results: (1) Modoc County — the school boards for Modoc-Tulelake and Surprise Valley have approved the policy of requiring for all preschool children the Gesell exam and other screening techniques to insure proper placement in kindergarten learning activities (this relates to all Modoc County children and a portion of the children in Siskiyou County attending Tulelake Elementary); (2) Enterprise Elementary — the learning continuum developed by this project has been fully phased into the school system there but, more important, has been initiated into numerous districts participating in the pilot observation activity that constituted a part of the project or investigating the program in the past year (district records confirm that at least 25 other districts are using this approach and this diffusion involves some 20,000 children); (3) Lassen County -- the Circuit Rider approach demonstrated the effectiveness of improving reading skills of children by upgrading teaching skills in reading of all teachers in grades 1-8 and by utilizing county office facilities to reproduce and disseminate the writing of children, and this portion of the project is continuing — the utilization of a mobile van to furnish reproduction capabilities at each school site was found impractical, at least in areas where cold weather conditions prevail; (4) Butte County — the Identification of Preschool Handicapped Project developed some greatly improved forms for classifying handicaps, produced the strategy for identification of the preschool handicapped, and thereby met its objectives completely; (5) Siskiyou County -- the one-year Vocational Guidance to Handicapped Children project successfully involved four elementary districts in a common endeavor to assist handicapped children, produced materials that are being used in the schools on a continuing basis, created an awareness of the need for additional attention to the children with special problems, and produced data basic to the planning of future counseling programs -- however, the support generated was not sufficient to permit the continuance of counseling personnel.

Overall, the results indicate that three of the projects met or exceeded their objectives, while two achieved only partial success in achieving objectives.

This performance requirement was met or exceeded in the case of three projects, was partially met in two others.

Objective 3.0

To provide for the acquisition and support the utilization of system technology skills by educators.

Performance Requirements:

1. The Center will secure a minimum of five (5) workshops or training programs, resulting in a minimum of 15 districts using in whole or part system technology to improve the performance of children in grades K-12 by June 30, 1970.

Evaluation: Center personnel played a major role in assisting the Butte County Schools Office in planning and implementing an ESEA Title V project designed to (a) provide basic system technology skills to administrators and teachers, using the System Approach for Education (SAFE) strategy and (b) enable participants to replicate their newly acquired skills in their districts. Training was provided to 86 people from school districts and offices in a nine-county area.

An analysis in the spring indicated that the following products and activities had been developed by the participants in this program (in most instances with minor Center-assistance): (1) Recommended high school graduation requirements (Butte County Office); (2) Analysis of Expenditures for Coordination of CSSF Budget against Objectives (Butte); (3) Migrant Education Tutorial Manual in Reading, Mathematics and ESL for Teacher Aides; (4) Curriculum for Migrant Assistant Teachers (Mini Corps); (5) Preliminary PPBS Analysis of Functions for County Schools; (6) Behavior Modification Program for Trainable Mentally Retarded using Individual Learning Path (50 patterns);

(7) Parent Training Program; (8) Human Physiology, Experiments and Related Reading; (9) In-service Training in Development of Learning Activity Packages; (10) Model Systems Approach in Curriculum Development, Grades 2-8; (11) In-service Training Program in Measurable Performance Objectives; (12) Analysis and Synthesis of Curriculum Objectives; (13) SAFE Project on Educationally Gifted Minors in a Junior High School; (14) Fifteen Hour In-service Training Program in Systems Analysis for a County Staff; (15) Analysis of Top 100 Honor Programs; (16) Replication of Trainees in an In-service Training Program in Systems Analysis; (16) Extension class in In-service Training in LAPS and System Analysis (taught by participants); (17) In-service Program in Systems Analysis for Administrators and Teachers; and (18) Implementation of a SAFE Program for a Unified School District.

Center personnel during the year provided training in Systems Analysis Techniques to all members of the Butte County Offices in a series of three workshops throughout the year. Training was designed to provide (a) a basic understanding of the concepts of system technology, (b) skill in applying these concepts to education, (c) ability to write performance objectives, and (d) skill in utilizing the systems approach to improved performance in educational planning and instruction. Specific products resulting from this training include the use of measurable objectives and functional learning paths in County special education classes by three teachers and the writing of an ESEA Title VI project by staff members.

In-service classes in system technology in Fall River Unified, Shasta Lake Elementary, Gridley Elementary, Glenn County schools, Plumas Unified, Lassen High School, and Chico Unified were initiated through Center activities, with the training benefits going to approximately 310 teachers and administrators.

The Center cooperated with the State Advisory Commission on School District Budgeting and Accounting in holding two workshops to disseminate information concerning PPBS planning and procedures, with a total attendance of 55.

With Center assistance in design, the Butte County Office developed a model for application of PPBS to intermediate unit activities, and this material has been disseminated widely throughout the state at conferences and by mail.

Two workshops in system technology were held during the year for school administrators. Co-sponsored by Section 8 of the California Association of School Administrators and held in two half-day sessions, this training program had a total attendance of 65.

To facilitate the acceptance of improved and different methods of educational planning by administrators and teachers, the

Center staff during the year developed a "Model for the Management of Change in Curriculum." This approach has been presented to various professional groups in the service area and at one statewide conference, is being field-tested by several districts during the coming school year, and appears to merit continued study and development.

In summarizing, the activities of the Center in this area far exceed the established requirements.

EVALUATION

Objective

4.0 To provide expertise in evaluation, continuation planning and implementation of operational projects.

Performance Requirements

1. The Center will participate within its regional service area in evaluating a minimum of five (5) operational projects, the writing of a minimum of five (5) continuation proposals that will result in continued funding, and the provision of implementation support to a minimum of five (5) newly approved projects during the school year of 1969-70.

   Evaluation: During the school year of 1969-70 the Northern California P.A.C.E. Center assisted the educational agencies of Enterprise Elementary, Shasta Union High, Siskiyou County, Modoc County, Lassen County (2 projects), Chico Unified, Butte County (2 projects), Shasta County, and Tehama County in making final evaluation reports to the State Title III Office. Evaluation in a majority of cases demonstrated that significant changes occurred within each of these agencies that resulted in positive learner benefits and performance.

   The services of the Center were utilized by the following educational agencies in writing continuation proposals that resulted in continued funding: Chico State College (NSF Mathematics), Lassen County, Butte County, Chico Unified, Shasta Union High, and Tehama County. Each of the approved agencies had the direct services of one or more P.A.C.E. consultants and the proposal development services available through the Center.

   Agencies acquiring funds to launch new instructional supplementary programs were directly supported in implementation activities to start or continue their projects into a new funding period. Local educational agencies receiving this service include Chico Recreation District, Chico Unified, Orland Elementary, Shasta Lake Elementary, Siskiyou County, Chico State College, Butte County, Modoc County, and Tehama County. These services were in the form of management planning, consultant services, program orientation, and resource materials or references.

   Center activities met or exceeded the three elements of this requirement.

2. The Center will produce needs assessment data collection instruments designed to assist school districts in determining critical learning deficiencies and will interest a minimum of 20 districts in the utilization of the instrument.

Evaluation: The Center during the year designed and produced a one-page data collection instrument that is designed to utilize current electronic processing capabilities in the determination of district instructional concerns, as drawn from attitudes registered by students, teachers, parents, counselors, administrators, and board members.

The 25 districts requesting that surveys be conducted in their schools (following field testing of the instrument in May of 1970) include Biggs Unified, Durham Unified, Stony Creek Unified, Hamilton High, Princeton Unified, Big Valley Unified, Lassen High, Westwood Unified, Modoc-Tulelake Unified, Surprise Valley Unified, Plumas Unified, Fall River Unified, Siskiyou High, Dunsmuir High, Etna High, East Nicolaus High, Live Oak Unified, Sutter High, Los Molinos Unified, Mercy High, Trinity County High, Paradise Unified, Mt. Shasta Elementary, Orland Elementary, and Orland High.

In the spring of 1970 the Center modified a first grade survey, designed and used originally to collect data on 6,500 first graders, to be utilized to determine the effects of "Sesame Street" (C.T.W. Program) in preparing preschoolers for first grade. The first grade survey data collection document has been modified and one hundred preschool viewers and one hundred preschool non-viewers identified concerning whom school readiness data will be gathered. Identification includes child's name, address, and parents. Data collection will commence in October, 1970, with final report developed and published by December 1, 1970.

In the fall of 1969 the Center developed an instrument for collecting subject grades given to students by teachers, as one means of determining school needs. This document was utilized to provide data for six schools involved in plans to submit Title III projects on February 1, 1970. Data were collected and analyzed and used in the needs section for two projects that were submitted by these six districts. One of the two projects was approved and received implementation funds for 1970-71. The other project, while rated high, was rejected because it did not meet the needs of priority target groups.

The Center designed a method of collecting school district (elementary) staffing data to determine human instructional resources needed. Data from five school districts were collected regarding staffing patterns of their elementary schools in terms of principal, vice-principal, counselor, librarian, and special teachers (i.e., Miller-Unruh, nurse, psychologist, music). These data were considered valid and became one part of a described regional need that resulted in a funded Title III project to improve reading performance by elementary children.

The Center designed an instrument that required a school administrators to rank on a criticality scale the needs of his school, in select areas of instruction, as he judged them to be problems. This was used and did collect data of sufficient value to contribute to the needs of a regional proposal that was funded.

This performance requirement was exceeded.

II. Evaluative Data Compiled by non-Center Personnel

With the emphasis that was given in the spring of 1969 to the intent of state authorities to initiate extensive outside evaluations of Center activities, the Center Board of Directors did not see the need for and did not budget funds for outside evaluation consultants. Attempts were made, however, as indicated by the material presented in this report, to maintain records that would indicate Center achievements and provide a basis for decision-making concerning projected Center activities.

This report planned by the Center as an indication of its achievements throughout the year, appeared to fail to indicate reactions of Center clients to the services they receive. Accordingly, as one way of removing this limitation, a consultant was employed and was asked to conduct a limited survey to ascertain :

1. Awareness of the range of services available through the Center.

2. General reactions to services received.

Following a review of Center records, the consultant requested a list of the names and addresses of districts (a) assisted by the Center in developing, submitting and implementing approved projects and (b) assisted by the Center in planning projects that have not been approved by funding.

The sample surveyed included personnel in eight (8) county offices, 12 districts, and five (5) agencies. The instruments utilized and the report of the consultant follow.

Additionally, during the past year, State Office personnel compiled and presented to the Educational Innovation Advisory Commission data related to the accomplishments since 1966 of the state's Centers. Although interpretation and comparisons are difficult for varied reasons, the rankings (derived in quantitative terms) are presented herein to add another element of outside assessment.

REPORT ON EVALUATION

OF

NORTHERN CALIFORNIA PACE CENTER

To facilitate the limited survey requested by the Center Director and secure an adequate sampling of client reactions to services received from the Center during the past year, two survey instruments were prepared for dissemination:

1. One form entitled "Evaluation Survey -- Subject: Northern California PACE Center" was designed for school administrative heads in districts receiving assistance from the Center in the planning and preparation of educational proposals during the past year. This form was sent to 46 individuals.

2. The second form, "Evaluation Survey -- Subject: Center Assistance in Operational Project Development," was sent to the directors of projects operational during the year and was designed to ascertain the opinions of these people with reference to the support received from the Center. This form was sent to 39 directors.

Although this sampling was not intended to be representative of all area school districts, it did insure receiving information from people who have had extensive experience with Center operation and should be well qualified to respond.

The following pages contain the two survey forms mailed out to the individuals described, with replies indicated in the appropriate places. The final pages contain a summary concerning the responses received.

s/ William G. Lane
Evaluation Consultant

Chairman
Computer Science Department
Chico State College

September 25, 1970

CHICO STATE COLLEGE
CHICO, CALIFORNIA

TO : School Administrators

FROM: William G. Lane, Consultant WGL
Chico State College

DATE: September 17, 1970

In connection with the preparation of their annual report to the State Department of Education, the Northern California P.A.C.E. Center has employed me to conduct an outside evaluation of certain P.A.C.E. Center activities.

It is important that client reaction be secured from those who have had extensive experience with P.A.C.E. Center services, and I am accordingly requesting that you complete the enclosed brief questionnaire and return to me unsigned in the stamped envelope.

My final report must be submitted to the Center by September 26--will you please complete and return to me on or before September 23.

WGL:bjc

Enclosure

Mailed : 46
Returned: 32

EVALUATION SURVEY

Subject: Northern California P.A.C.E. Center

1. Has the information provided by the Center resulted in your understanding the services available to you? (N=32)

Yes	Somewhat	No	
87.5	12.5	0	%

2. Has the Center provided sufficient information to let you know what it is doing? (N = 32)

Yes	Somewhat	No	
75.0	18.8	6.2	%

3. For the following areas of service available through the Center, please check those you have used and indicate its value to your district:

		# Services Used	% Value of Service to you (Circle) Low 1	2	3	4	5 High
a.	Needs Assessment	27	0	0	18.5	22.2	59.3
b.	Establishing Instructional Objectives	25	0	0	16.0	12.0	72.0
c.	Instructional Planning Assistance	22	4.5	4.5	13.6	13.6	63.6
d.	Project Development and Implementation	31	0	9.7	0	6.5	83.9
e.	Assistance with In-service Training	22	0	9.1	4.5	27.3	59.1
f.	Provision of Resource Materials	22	0	9.1	9.1	22.7	59.1
g.	General Educational Research	17	0	0	17.7	29.4	52.9
h.	Personnel Identification and Selection	14	0	7.1	14.3	21.4	57.1

4. Was P.A.C.E. assistance available when needed? (N = 29)

Yes	Usually	No	
79.3	20.7	0	%

5. Can you suggest any additional services the P.A.C.E. Center should provide?

(See summary for suggested additional services)

6. Based on your experience in the past with the Northern California P.A.C.E. Center, do you believe that the state should continue to provide services through an agency of this type? (N = 31)

Yes	With some Modifications	No	
90.3	6.5	3.2	%

9/16/70

Mailed : 39
Returned: 34

EVALUATION SURVEY

Subject: Center Assistance in Operational Project Development

(Response in %'s)

	1	2	3	4	5	6	7	8	9	10
1. Planning and writing of proposal (need identification, stating objectives, analysis and selection, etc.) (N = 33)			3.0	3.0			3.0	3.0	12.1	75.8
2. Mechanics of document production and submittal (stencil typing and duplicating, collating, mailing) (N=32)		9.4	3.1		3.1		3.1	3.1	12.5	65.6
3. Project negotiation support (preparing negotiation data, assisting in presentation) (N=32)				3.1		3.1	3.1		18.8	71.9
4. Preparation of addenda and revisions (advice and assistance in preparing extra materials or making changes in original proposal as required) (N=31)					6.5	3.2	6.5	6.5	12.9	64.5
5. Supporting initial implementation (assistance in locating and acquiring personnel, equipment, facilities and materials; orientation of personnel to project) (N=31)	3.2			3.2	6.5	3.2	6.5	12.9	16.1	48.4
6. Supportive services during project (provision of inservice training, recommendation of consultants, supplying resource materials) (N=30)			3.3	3.3	6.7		3.3	13.4	13.4	56.6
7. Data collection assistance (determination of data required and techniques for data collection, scheduling data collection) (N=31)	3.2	3.2				3.2	6.5	3.2	29.0	51.6
8. Evaluation of results (assistance in statistical analysis and interpretation of data) (N=30)	6.7			3.3	3.3	3.3	6.7	13.3	16.7	46.7
9. Dissemination (preparation and distribution of materials concerning program) (N=32)	3.1	3.1		6.2	6.2	6.2	6.3	6.3	18.8	43.8
10. Center personnel ability to provide required services (do Center personnel have the necessary skills and are they normally willing to provide the service?) (N=33)	6.1						6.1	3.0	6.1	78.8

Scale: "10" = extensive assistance from Center
" 1" = no assistance

SUMMARY OF SURVEY RESPONSES

This survey was designed to collect data from two kinds of educational personnel who have had direct relationships with the Northern California PACE Center. The first form (Evaluation Survey, Subject: Northern California P.A.C.E. Center) was planned to solicit responses from administrators who have utilized Center services to initiate change within their districts. The second form (Evaluation Survey, Subject: Center Assistance in Operational Project Development) went to directors of funded projects. In this discussion the two forms will be referred to as Part I and Part II.

Forty-six (46) Part I forms were sent out by mail. Thirty-two (32) responses were received, and this represented a response of 69.5 percent. For the collection of data related to Part II, thirty-nine (39) forms were mailed, and thirty-four (34) replies (or 87.2 percent) were received.

Replies to Part I indicate that the information provided by the Center has given all administrators an awareness of the services available to them, and three out of four are informed concerning Center activities to a high degree (although two indicated that they are not). Concerning the types of services furnished by the Center, administrators indicated those used (ranked below according to those using) and (on a five-point scale ranging from "1" for Low to "5" for High) rated the value of the service to them (with the range of responses and their mean rating shown):

Type of Service	Number Using Service	Range of Responses	Mean Rating
a. Project Development and Implementation	31	2-5	4.65
b. Needs Assessment	27	3-5	4.41
c. Establishing Instructional Objectives	25	3-5	4.56
d. Assistance with In-service Training	22	2-5	4.36
e. Provision of Resource Materials	22	2-5	4.32
f. Instructional Planning Assistance	22	1-5	4.27
g. General Educational Research	17	3-5	4.35
h. Personnel Identification and Selection	14	2-5	4.29

In general, the responses establish the fact that the administrators attach a high degree of value to the services provided to them, with mean ratings ranging from 4.27 to 4.65.

All respondents found Center services available to them when needed, with only one out of five qualifying this by checking "usually."

When asked to suggest additional services that should be provided by the Center, 37.5 percent of the administrators listed the following:

> "On-the-job" consultant services prior to the development of and during implementation of project.

Should provide more on-the-job consultant services.

More needs assessment designed to allow me to compare my situation to region wide situation.

More of the same.

Summaries of new legislation relevant to education -- State and Federal.

Encourage feedback from Advisory Board members to individual schools and county staff members.

We need their planning capabilities along with their work in evaluation and proposal writing talents.

Help in preparation and submissions of Vocational Education Plans; application for funds providing for various Vocational programs.

Lobbying with legislature to make opportunities to continue secondary projects.

We need help in such areas as writing individual learning packages, developing definite student performance objectives on class level.

The last item on Part I was included to determine the importance the administrators attach to the state's continuing to provide Center-type services. The replies found 87.5 percent responding positively, 6.3 percent supporting the approach with some modifications, and 3.2 percent replying negatively. This item asked for no comment, but 15.6 percent included the following remarks:

Absolutely!

The kinds of services and personal aid available made it possible to produce the product with support, encouragement and specific materials which permitted completion. Without the PACE support and continued help even after the close of the Project, the work could not have been completed. The help with production, preparation of materials from very rough copy, planning conferences was invaluable. I could be a one person crusader to KEEP THE PACE CENTER AND ITS STAFF. They are with it, know what they are doing, and no effort is too great to support. They also chide when it is appropriate.

Absolutely.

If they are as efficient and helpful as Nor-Cal PACE Center.

Staffing is so important in this type of service it is difficult to give an unqualified answer. Yes with superior staff -- no with inferior.

Part II gave the 34 responding directors of projects an opportunity to rank the amount of assistance received from the Center with respect to nine different types of services. These services are ranked below according to the number indicating usage, with the range of responses and mean response given for each type of service (with the scale ranging from "1" for no assistance to "10" for extensive assistance):

Type of Service	Number Using Service	Range of Responses	Mean Rating
1. Proposal planning-writing	33	3-10	9.33
2. Document production-submittal mechanics	32	2-10	8.59
3. Project negotiation support	32	4-10	9.41
4. Dissemination	32	1-10	8.03
5. Addenda-revisions preparation	31	5-10	9.10
6. Initial implementation support	31	1-10	8.45
7. Data collection assistance	31	1-10	8.77
8. Supportive services during project	30	3-10	8.73
9. Evaluation of results	30	1-10	8.27

The mean rankings indicate the high degree of assistance received from the Center in the above areas, although the ranges indicate that a minimum number were able to operate with no or without extensive assistance in most of the categories. As another indicator of the degree of Center involvement, in all but one of the services over three-fourths of the respondents (76.7 to 90.8 percent) checked the items "8," "9," or "10" (only 68.9 percent checked the dissemination service in this way).

The consultant noted that the above items would elicit the amount of assistance furnished to operational projects by Center personnel but would provide no indication concerning the quality of such services (an area largely covered in Part I). At this point, therefore, directors in response to item 10 were asked to rate the ability and willingness of Center personnel in providing the cited services. The 33 responses ranked personnel high -- a mean rating of 9.15, a range of answers from 1 to 10 (although following 2 rankings of "1," the remaining 31 replies ranged from "7" to "10"), and with 87.9 percent of the rankings falling from "8" to "10."

It appears that the following conclusions can be stated:

1. Responding administrators have been provided with sufficient information to understand the services available to them through the Center.
2. Although three out of four are aware of Center activities, improvement could be made in dissemination in this respect.
3. The major Center services used by the administrators have been project development and implementation, needs assessment and establishing instructional objectives. Two out of three have called on the Center for aid in in-service training, provision of resource materials, and instructional planning. Approximately half or fewer use services related to research and personnel identification and selection.
4. Administrators generally place a high rating on the value of Center services received.

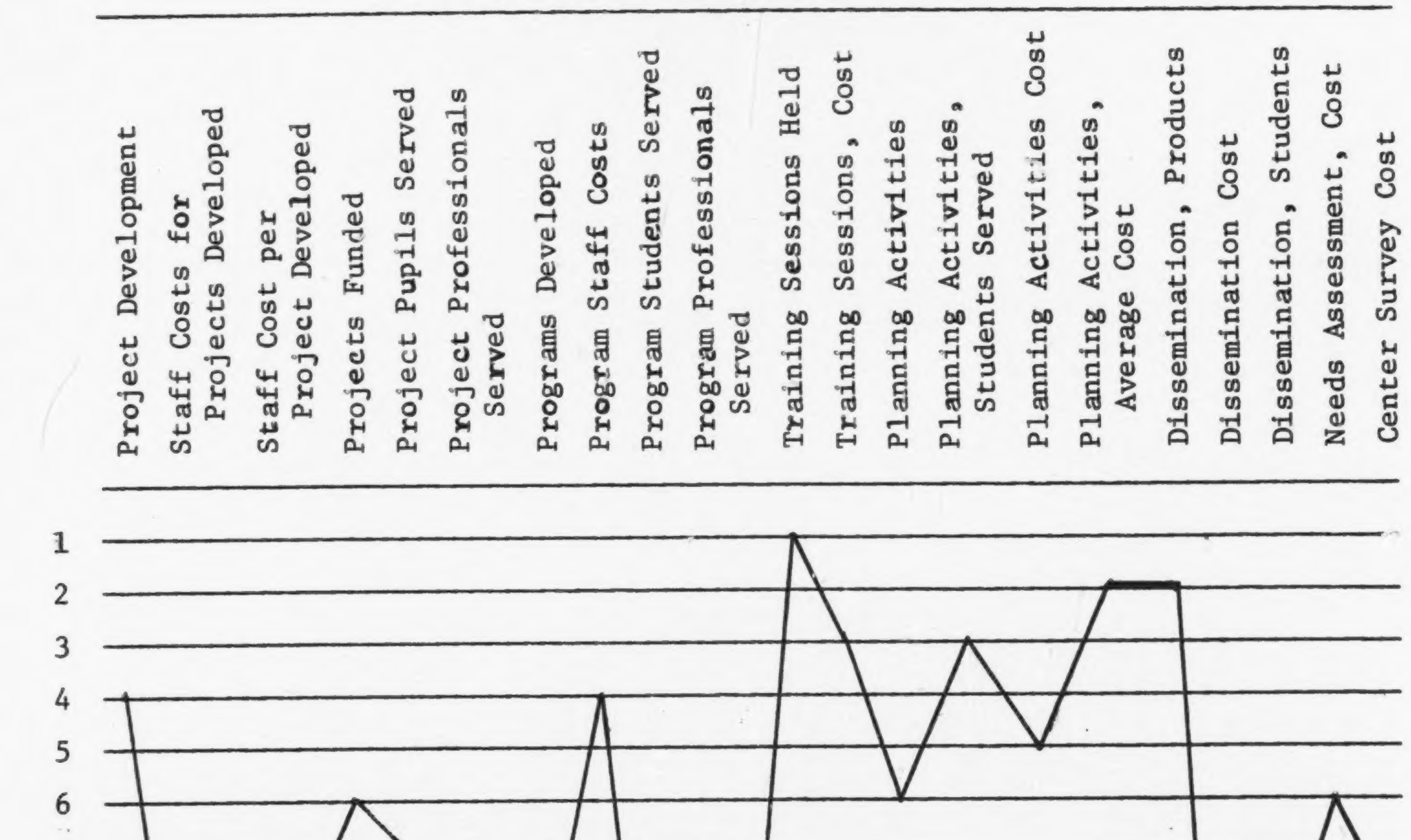
5. The Center assistance to school districts and county offices is apparently available when needed.
6. Administrators tend to see the Center performing more extensive services of the types now available and of providing more on-the-job assistance.
7. Administrators are almost unanimous in citing a need for the state to continue to provide planning services to their districts.
8. Project directors have requested extensive assistance from Center personnel in the implementation of most of the new programs launched in the region, and they tend to place a high rating on Center ability to provide such services.

Two basic recommendations appear in order at this point after a review of the above:

1. Throughout the year this survey (Part I or a similar form) might be sent to a representative sampling of school districts, (not included at this time) in order to get a more complete picture of district reaction to Center services.
2. Center personnel should during the year and at the conclusion of a specific task in a district, survey district reactions to services rendered. The results could well be used to help make the decisions that will continue to improve the level of services.

Wm. G. Lane
Consultant

RANKING OF NORTHERN CALIFORNIA PACE CENTER CATEGORIES OF SERVICE FUNCTIONS



Note: Date for chart is taken from the report made to the Education Innovations Advisory Commission in April, 1970.

III. Evidence of Center Capability to Meet Service Area Districts' Needs

Major attempts have been made by Center personnel since the very beginning to encourage area educators to come to written decisions as a basis for action, to acknowledge the commitment that evolves when written plans result. It would seem logical, therefore, that the Center should be able to document the degree to which districts throughout the area have been able to improve their educational programs for children through participation in Center-developed projects. This is being presented through two maps of the area appearing on following pages, the first indicating the areas served by funded ESEA Title III programs and the second those served by projects funded from other sources.

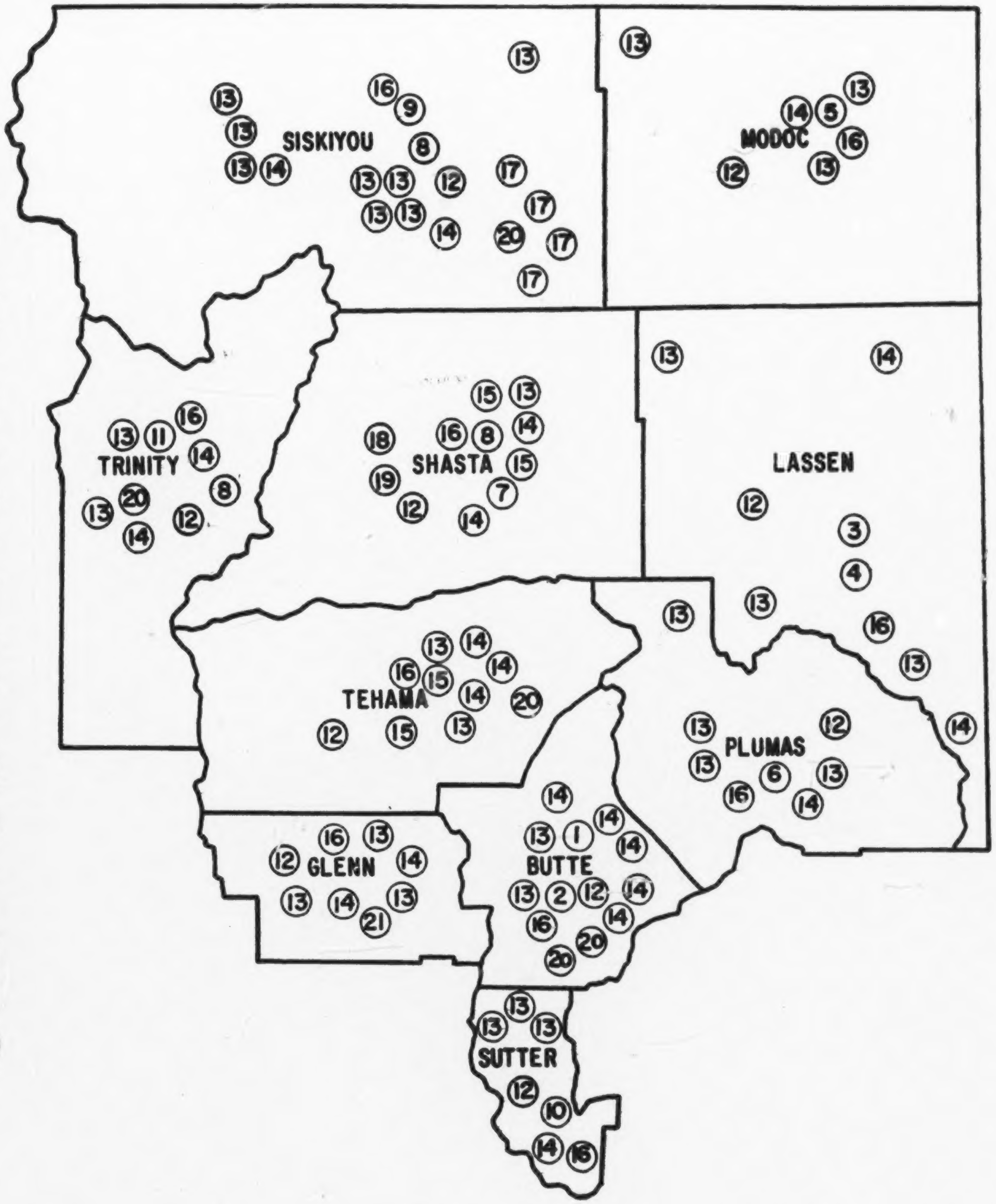
More specifically, in the preceding section appeared a classification of the districts in each county receiving assistance from the Center during the year. This information indicates that the Center furnished services to 87 districts, or 59.6 percent of the total number. The 87 districts receiving services enroll 75,346 students, or 89.8 percent of the area's total. It is also noted that dissemination services were provided to 87 districts, aid in program development and implementation to 54, planning assistance to 48, and needs assessment activities involved 41.

The question may logically be asked "Did these services go primarily to the valley counties where enrollments are higher and traveling is easier?" The record reveals that services were spread throughout the area to a high degree. The five counties most remote from the Center are Trinity, Siskiyou, Modoc, Lassen, and Plumas, and they enroll a total of 19,261 students in their 61 districts. Center services went to 34 districts (55.7 percent of the total), enrolling 16,417 students (or 85.2 percent of the total). This appears ample proof that services are fairly evenly spread throughout the ten counties.

Some inferences may also be drawn from the classification of visitors to the Center, shown in preceding pages. The 281 people signing the visitor's book in a six-months period came for information and assistance (59.4 percent), project planning (23.5 percent) and project implementation services (15.7 percent). Where the proximity to the college could easily result in numerous visits of faculty and students, the figures indicate that 57.3 percent of the visitors were public or non-profit private school personnel (including 12 county superintendents, 35 county consultants, 20 district superintendents, 16 other district administrators, 33 project directors and staff members, and 45 teachers). In considering this information, it should be mentioned that no individual is counted more than once (although many county, district and project personnel visit frequently), and it should be noted that the Center receptionist, however diligent, occasionally fails to secure the desired signature.

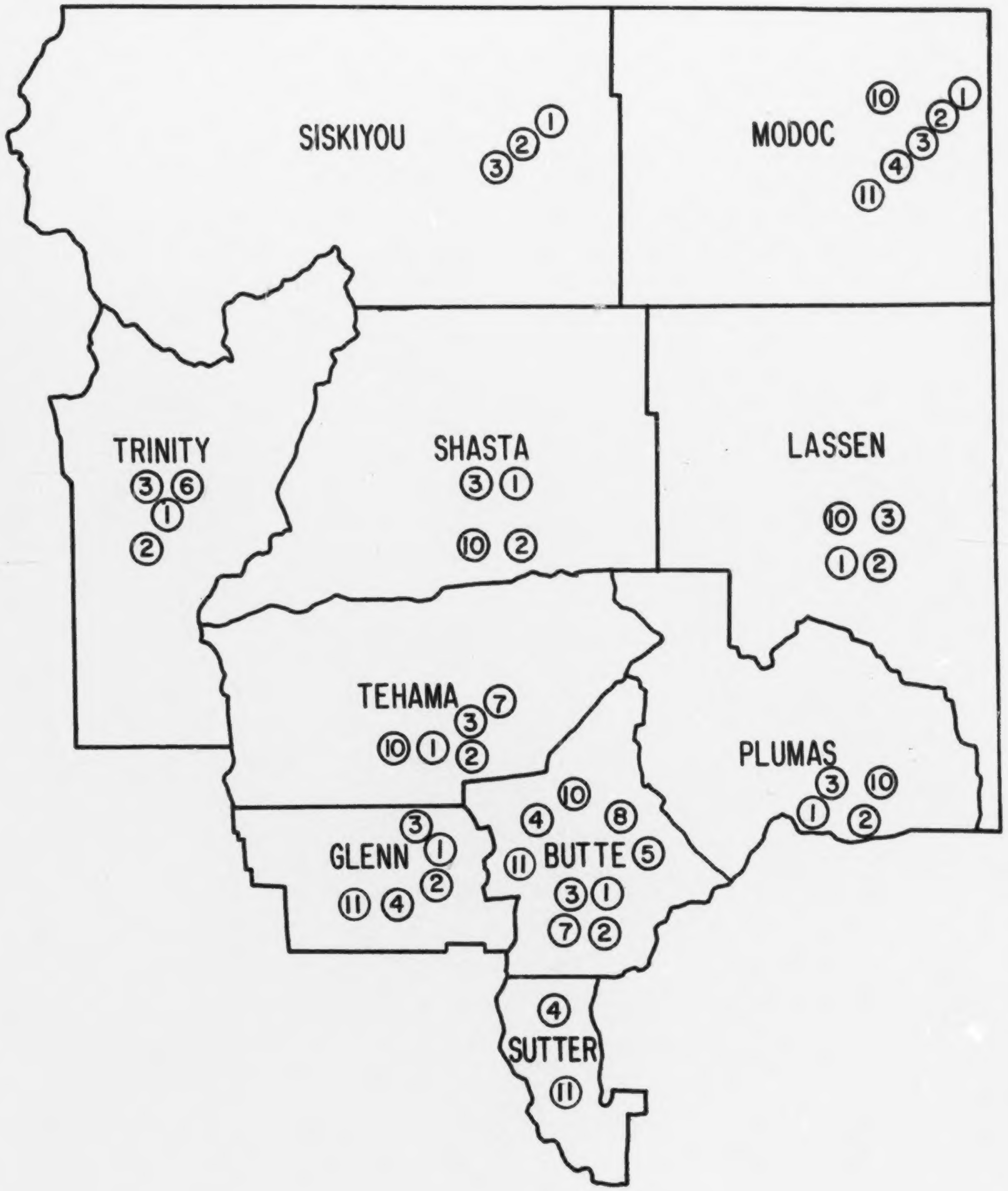
TITLE III FUNDED PROJECTS

	PROJECT	YEAR FUNDED
1.	FLYING CLASSROOM	1967
2.	LEARNING CENTER	1969
3.	CIRCUIT RIDER	1967
4.	IMPROVED INSTRUCTION FOR HANDICAPPED	1969
5.	PRE-SCHOOL / PRIMARY	1967
6.	HEAVY EQUIPMENT	1967
7.	ENTERPRISE	1967
8.	SERVICE CENTER / HANDICAPPED	1969
9.	VOCATIONAL GUIDANCE / HANDICAPPED	1969
10.	GROWTH ORIENTED/ HANDICAPPED	1968
11.	STUDENT LEARNING/PERFORMANCE	1967
12.	SUPPLEMENTARY EDUCATION CENTER	1966
13.	SMALL HIGH SCHOOLS	1968
14.	ELEMENTARY SCHOOLS	1968
15.	HIGH START	1968
16.	IDENTIFICATION/PRE-SCHOOL HANDICAPPED	1969
17.	SISKIYOU MATH	1970
18.	SHASTA LAKE READING	1970
19.	ENTERPRISE	1970
20.	DURHAM READING	1970
21.	READING COMPREHENSION	1970



OTHER FUNDED PROJECTS

	PROJECT	SOURCE	YEAR FUNDED
1.	UPWARD BOUND	OFFICE OF ECONOMIC OPPORTUNITY	1966
2.	CURE	TITLE I HIGHER EDUCATION	1967
3.	NFS INSTITUTE	NFS	1969
4.	MINICORPS	MIGRANT EDUCATION	1968
5.	IN-SERVICE BUTTE CO.	TITLE V	1969
6.	COMMUNITY READING	CIP	1969
7.	BUSINESS EDUCATION	CIP	1969
8.	ELEMENTARY COUNSELING	NDEA V-A	1969
9.	PARADISE FOR YOUTH	SAFE STREETS ACT (P.L. 90-351)	1970
10.	HEAD START	EDUC. PROJECTS INC.	1967
11.	MIGRANT EDUCATION	MIGRANT EDUCATION (TITLE I, P.L. 89-750)	1968


SISKIYOU ③ ② ①
MODOC ⑩ ① ② ③ ④ ⑪
TRINITY ③ ⑥ ① ②
SHASTA ③ ① ⑩ ②
LASSEN ⑩ ③ ① ②
TEHAMA ⑦ ③ ⑩ ① ②
PLUMAS ③ ⑩ ① ②
GLENN ③ ① ② ⑪ ④
BUTTE ⑩ ④ ⑧ ⑤ ⑪ ③ ① ⑦ ②
SUTTER ④ ⑪

Finally, a regional center is designed to attempt to launch cooperative efforts to alleviate identified regional needs. A list of critical educational needs has been developed through areawide assessment and approved by the Center Board of Directors. Accordingly, the objectives of 33 projects developed with Center assistance were classified to determine the degree to which they contributed to meeting the identified critical needs. This comparison is carried, along with the identification of projects in the final pages of this section.

IV. Project Management Related to Expenditure of Funds

The expenditure of funds should be directly related to two factors: the established objectives which determine the operational path followed by the Center and the activities initiated to achieve these objectives. Therefore, the expenditures have been classified according to objectives and functions, and these tabulations are shown immediately below:

BUDGETARY EXPENDITURES BY OBJECTIVES

Objective	Expenditure	Percentage
1.0	$ 82,729	61.3
2.0	19,714	14.6
3.0	17,385	12.9
4.0	15,175	11.2
Totals	$135,003	100.0

BUDGETARY EXPENDITURES BY FUNCTIONS

Function	Expenditure	Percentage
Needs Assessment	$ 26,274	19.5
Proposal Writing or Assistance	46,317	34.2
Information Sources	20,486	15.2
In-service Education	13,998	10.4
Dissemination/Diffusion	12,820	9.5
Process/Product Development	8,265	6.1
Accountability	6,843	5.1
Totals	$135,003	100.0

MAJOR OBJECTIVES OF CENTER-DEVELOPED PROJECTS
COMPARED WITH NORTHERN CALIFORNIA'S CRITICAL EDUCATIONAL NEEDS

CRITICAL EDUCATIONAL NEEDS	PROJECTS																																	TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
1. Curriculum development and improvement to: (a) upgrade reading and mathematics skills; (b) meet special learning needs of special groups; (c) broaden cultural appreciations and understandings; (d) utilize extensive natural resources in developing meaningful and motivational classroom activities; (e) alleviate learning difficulties of children at early age, coupled with remedial and motivational programs at critical points of educational progress.	X	X	X	X	X	X	X	X	X			X	X	X	X	X		X	X	X	X	X		X	X		X	X	X	X	X	X		27
2. Providing youth with appropriate occupational information and effective orientation to job entry skills.		X			X					X										X	X	X			X			X	X				X	10
3. Improved availability of supportive educational services and materials to all school districts.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X					X			26
4. Strengthened inservice educational programs for area administrators, teachers and consultants, linked directly with classroom learning activities.		X	X	X	X		X	X	X			X			X	X	X	X	X		X		X	X	X	X	X	X					X	21
5. Effective interpretation of educational activities and objectives to residents of rural areas and older adults.		X	X	X	X	X	X	X	X				X			X	X	X	X	X	X	X			X		X			X		X	X	21
	Continuing							Terminated							New							Other												

CODE FOR PROJECTS CLASSIFIED BY OBJECTIVES ON PREVIOUS PAGE

1. Northern California Supplementary Education Center -- Butte County et al.
2. Learning Center -- Chico Unified School District
3. High Start -- Shasta Union High School District
4. Improved Instruction for Handicapped Children -- Lassen County
5. Growth Oriented Environment for Handicapped Children -- Sutter County
6. Small High Schools of Northern California -- Tehama County
7. Service Center for Handicapped Children -- Shasta County
8. Northern California Elementary Schools -- Butte County
9. Modoc Preschool-Primary -- Modoc County
10. Exemplary Education in Enterprise -- Enterprise Elementary School District
11. Vocational Guidance for Handicapped Students -- Siskiyou County
12. Identification of Preschool Handicapped Children -- Butte County
13. Circuit Rider -- Lassen County
14. Experiences to Raise Aspirational Levels -- Weaverville Elementary School District
15. Earth Science Flying Classroom -- Paradise Unified School District
16. Heavy Equipment Operation -- Plumas Unified School District
17. Learner-Centered, Teacher Designed Elementary Mathematics Program -- Siskiyou County
18. Individualized Reading Center -- Shasta Lake Union Elementary School District
19. Technologically Managed Individualized Instructional Program -- Enterprise Elementary School District
20. Systematic Approach to Reading Improvement -- Durham Unified School District
21. Developing Reading Comprehension in Content Areas -- Orland Joint Union Elementary School District
22. Project Upward Bound -- Chico State College
23. Center to Utilize Resources Efficiently -- Chico State College
24. National Science Foundation Institute for Teachers of Mathematics -- Chico State College
25. Mini Corps Project -- Butte County Schools
26. In-service Training Model for School Administrators -- Butte County

27. A Cooperative Project to Improve the Reading and Writing Communication Skills -- Weaverville Elementary School District

28. A Model Interdisciplinary Vocational Business Instructional Program -- Red Bluff Union High School District

29. Improving Rural Vocational Education -- Modoc-Tulelake Joint Unified School District

30. An Elementary Counseling Program -- Durham Unified School District

31. Paradise for Youth -- Paradise Unified School District

32. Senior Citizens Resource Center -- Chico State College

33. Head Start Supplementary Training Program -- Chico State College

CONCLUSIONS AND RECOMMENDATIONS

The data presented in the preceding section of this report reviews the evaluation information related to the achievement of Center objective and comments on the degree to which performance requirements were met. This section will draw conclusions related to each of the seven basic functions assigned to Centers (as set forth in the July 1970 state office memorandum).

Needs Assessment

Conclusions

1. Documented evidence supports the conclusion that the Center has assisted area educators in identifying and assigning priorities to the region's critical educational needs.

2. Center activities during the past year indicate that the staff is cognizant of the continuing nature of need assessment, that there is a growing awareness among area educators of the basic importance of assessment in sound planning.

3. The Center staff has drawn from four years of experience to develop a manageable, economical survey instrument that should (a) increase the number of districts participating in need assessment procedures and (b) yield highly significant data to support the planning of future programs.

4. Meaningful indicators of Center effectiveness in the assessment of critical needs are found in the (a) number of projects planned and approved for funding, and (b) varied sources from which support has been secured.

5. Area educators utilize Center services in assessing needs to a high degree and rank Center effectiveness in this respect high.

Recommendations

1. Additional attention should be given to analysis of needs assessment data that will result in more definitive descriptions of critical educational needs.

2. Center objectives should include performance requirements designed to insure continuing operational procedures in identifying, describing, and ranking critical educational needs.

Proposal Writing or Assistance

Conclusions

1. The Center has provided extensive services to school districts in planning, writing, and submitting proposals that are responsive to identified critical needs.

2. The record of funding support secured for Center-developed projects indicates that planning is thorough and sound.

3. Center experience with projects administered by one district or county offices and providing services and benefits to several schools throughout the area indicates that this is an effective approach to diffusion of innovative procedures in rural areas.

4. The Center's extensive involvement in many projects from the assessing of needs to the evaluation of results has added an element that insures compliance to the original design to operational procedures.

5. Area educators are aware of this type of service that is available from the Center, utilize it extensively, and rank effectiveness of Center services extremely high.

6. Immediate results from projects being terminated indicate that planning did result in a majority of cases in (a) acceptance by applicant agents of major elements of the demonstrated techniques and (b) extensive diffusion of the techniques.

Recommendations

1. Center personnel should be encouraged to continue support to operational projects, with increased attention given to the elements of evaluation and accountability.

2. The Center should continue its current emphasis on providing area educators with the planning skills that are basic to the development of sound and fundable proposals.

3. The region should still have the support of Center resources for its phase in funded new approaches as funding programs terminate.

Information Sources

Conclusions

1. The Center has demonstrated above average achievement in collecting current information supportive to educational innovation and change and in making this information available to area educators.

2. The Center utilized a wide variety of informational sources and consultants in attempting to meet the informational needs of area school personnel.

3. Utilization by the Center of college informational resources to supplement its own files is effective and economical.

4. Area district and county personnel rank Center informational support high in effectiveness and value.

Recommendations

1. While continuing its emphasis on collection of informational resources and the utilization of college materials, the Center should attempt to improve retrieval capabilities by expanding (and improving maintenance) of its classification and filing of materials.

2. The Center should continue to consider alternative procedures for making informational resources (particularly the extensive curriculum materials depository in the college library) more readily available and used by area teachers (one ESEA Title V proposal during the past year was designed to accomplish this).

3. The Center should develop a regional dissemination network for the sharing of information generated from regional projects.

In-service Education

Conclusions

1. As a result of demand for services, Center activities during the past year, with reference to developing planning skills, far exceeded those that were projected.
2. In general, Center management procedures in encouraging upgraded planning skills utilizes appropriate county office and school district in-service channels as an operational vehicle and places the Center in a supportive role (characterized by planning, materials design and instructional expertise).
3. Area educators, trained through Center-developed activities, have reached a level of expertise where they are now providing training in planning skills to colleagues.
4. Area educators rank Center assistance with in-service training extremely high in effectiveness.

Recommendations

1. The Center should continue its emphasis on providing support and encouragement to county office and district in-service activities in systems technology.
2. The Center should concentrate some efforts on developing planning skills for educational leaders that will reinforce their roles at local, district and school levels.

Dissemination/Diffusion

Conclusions

1. The Center has collected and made available to the area extensive materials concerning new educational approaches.

2. Data concerning the service area and its educational activities have been compiled and analyzed by the Center and are utilized extensively in planning.

3. The Center has encouraged expanded utilization of college informational resources by area educational personnel.

4. The Center has utilized effectively various methods/media in dissemination information to the area, including newsletters, bulletins, radio, television, films, slides, transparencies, bulletins, structured visitation programs, airplane-heliocopter services, conferences, telephone, and news articles.

5. Diffusion of demonstrated techniques and procedures - especially in the case of the Enterprise and the Butte County handicapped identification projects -- have far exceeded expected achievements.

Recommendations

1. More extensive study should be given to the elements of program and cost effectiveness that result in sound dissemination-diffusion procedures.

2. A standardized evaluation should be designed by the Center to determine those methods/media which have resulted in the greatest change in various target groups as a result of diffusion efforts.

Process-Product Development

Conclusions

1. Center personnel have demonstrated skill in developing basic planning products that are supporting meaningful changes in educational programs. These include:
    a. Model for the Management of Curriculum Change
    b. Teacher Training in Design of Behavioral Objectives
    c. Proposed Methods of Evaluation
2. Planning documents prepared with Center-assistance include:
    a. Model for Dissemination
    b. Model for Managing Meaningful Visitations
    c. Project Synthesis Management Model
    d. Guidelines for a Modified Application Form for Federal Programs
    e. Master Plan for Vocational Education
    f. Recommended Minimal Graduation Requirements
    g. School District Governing Board Decisions Affecting Curriculum
    h. Guidelines for Applying PPBS to County Office of Schools Procedures
    i. Migrant Tutorial Aide Training Program
3. The Project Synthesis Management Model, developed by the Center, has proven effective in significantly increasing staff output in project planning.
4. The survey instrument to be utilized in district needs assessment has proven effective in pilot tests and may be found to merit widespread diffusion.

Recommendations

1. As model planning techniques and procedures are found to be effective, Center operation should provide for more emphasis on their diffusion.
2. The region needs model developments for planning conferences and workshops, a function the Center could perform based upon past experiences.

Accountability

Conclusions

1. Increased emphasis has been placed during the past year on evaluation and accountability, and there is evidence of increased skill of Center personnel in these areas (in terms of workshops attended, staff in-service study and evaluation strategies designed).

2. Center participation in supportive roles related to the implementation of area projects has increased the degree of accountability found in these activities and has contributed to an accurate evaluation of the results.

3. In-service activities supported by Center personnel and Center-sponsored workshops in PPBS and related approaches have assisted area educators in developing skills that are basic to increased accountability.

4. Project personnel rank Center services in evaluation activities relatively high in effectiveness.

Recommendations

1. Project planning should include provisions for continued Center involvement in implementation and evaluation, to insure a thread of accountability that is vital to the meeting of performance requirements.

2. The Center should attempt to model an approach for the region in accountability either as an operational procedure or in a volunteer school district.